



**2009 Nevada
State Improvement Plan
and
2008 Report of
Accomplishments**

NEVADA STATE BOARD OF EDUCATION
NEVADA STATE BOARD FOR CAREER & TECHNICAL
EDUCATION

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The State Board of Education would like to thank the Nevada Department of Education staff, members of the work group, and all of the key partners who participated in the development and writing of the 2009 *Nevada State Improvement Plan*. Special thanks to Lawrence Gloeckler, Executive Director of the International Center for Leadership in Education for his insight throughout the process and Syna Morgan of RDynamic Solutions LLC for her work in crafting this plan.

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NEVADA STATE BOARD OF EDUCATION VISION, MISSION, AND GOALS

VISION

Quality education for all

MISSION

The Nevada State Board of Education/Nevada State Board for Career and Technical Education is dedicated to fostering excellent educational opportunities provided to all learners by sustaining a coherent, aligned system of instruction and support in partnership with all educational communities.

PHILOSOPHY and VALUES

The State Board serves as an advocate for all learners, sets the policy that allows equal access to educational services, and provides a vision for a premiere educational system in collaboration with all communities to foster high levels of success.

STATE BOARD GOALS

GOAL 1

All learners will have the opportunity to achieve high levels of academic proficiency and career preparedness; achievement gaps between population groups will be closed.

GOAL 2

Every learner will receive quality instruction and learning experiences.

GOAL 3

Educational programs, services, and activities will continually evolve and improve, measured by reliable and valid criteria.

GOAL 4

Educational communities will be supported and developed.

GOAL 5

All learning environments will be healthy, safe, and secure.

GOAL 6

Funding will be sought to adequately support educational achievement for all learners.

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Executive Summary

Each year the Nevada State Board of Education reviews and revises the Nevada State Improvement Plan pursuant to Nevada Revised Statute (NRS) 385.34691 (Attachment One). The 2009 Nevada State Improvement Plan (2009 STIP) reflects the evolving refinement of the Nevada education system. As the learning needs of the student population and the knowledge and skills needed for future work have changed, so too have the fundamentals of curriculum, instruction, and assessment.

The fall of 2004 was the first year the State Board was required to develop a State Improvement Plan. At that time the Nevada Department of Education (NDE) STIP workgroup followed a similar method of plan development as that mandated for Title I school improvement, the Student Achievement Gap Elimination (SAGE) process. The steps included a comprehensive needs assessment, an inquiry process, master plan design, implementation, and evaluation.

Through the SAGE process, key partners in the Nevada educational system collaborated to revise the 2009 *Nevada State Improvement Plan*. Through this collaboration, the outcome data and current status of the key indicators of success were analyzed to identify the successes and the concerns of education in the State. The following key partners participated in the revision of the 2009 STIP through meetings and/or electronic input (as required by NRS):

- Employees of the Nevada Department of Education
 - Gloria Dopf, Deputy Superintendent of Instructional, Research, and Evaluative Services
 - Rorie Fitzpatrick, Director, Special Education, Elementary and Secondary Education, School Improvement
 - Mike Raponi, Assistant Director, Career, Technical, and Adult Education
- At least one employee of a school district in a county whose population is 100,000 or more, appointed by Nevada Association of School Boards
 - Jhone Ebert, Chief Technology Officer, Clark County School District
- At least one employee of a school district in a county whose population is less than 100,000, appointed by Nevada Association of School Boards
 - Nancy Hollinger, Trustee, Washoe County School District
- At least one representative of the Regional Professional Development Programs
 - Hugh Rossolo, Director, Northeast Regional Professional Development Program
 - Eric Feeney, Director, Northwest Regional Professional Development Program

Additional participants in the revision process were as follows:

- Representatives of higher education
 - William Sparkman, Dean, College of Education, University of Nevada, Reno
 - William Speers, Dean, College of Education, University of Nevada, Las Vegas
 - Bill Thorton, Chair, College of Education, University of Nevada, Reno
- Other persons whom the State Board determines appropriate:
 - Al Bellister, Consultant, Nevada State Education Association
 - Ralph Cadwallader, Director, Nevada Association of School Administrators
 - Tracy Clark, English Language Learners division, Clark County School District
 - Sue Daellenbach, Assistant Superintendent, Clark County School District
 - Denise Hedrick, Director, Education Alliance
 - Steve Laden, Senior VP Investment Officer, Wells Fargo Bank
 - Paul LaMarca, Associate Superintendent, Washoe County School District
 - Frankie McCabe, Director, Lyon County School District
 - Kim Loomis, Director, Curriculum and Professional Development, Clark County School District
 - Caroline McIntosh, Superintendent, Lyon County School District
 - Chris Morgan, Group Manager, Employee Management Solutions
 - Debra Roberson, Director, School Improvement, Clark County School District
 - Allison Turner, President, Parent Teacher Association
- Nevada Department of Education STIP Workgroup members: Homa Anooshehpour, Kulwadee Axtell, Charlotte Curtis, Anne Davidson, Fredina Drye-Romero, Bette Hartnett, Leslie James, Diane Mugford, Danny Peltier, and Kathy St. Clair.

Upon adoption of the 2009 *STIP*, the State Board submits the plan to the Governor, Legislative Committee on Education, Legislative Counsel Bureau, Board of Regents of the State of Nevada System of Higher Education, the Council on Academic Standards, the board of trustees of each school district, the governing body of each charter school, and provide an electronic version on the NDE website (<http://www.doe.nv.gov/>).

2009 Nevada State Improvement Plan

The original analysis of the “state” of the state (in the fall of 2004) brought to light the need for focus on building and/or enhancing the foundational components of the educational system itself. The components of the system that were selected were those determined as critical to raising student achievement in core content areas and decreasing the achievement gap between overall student performance and the ethnic groups and special populations. These systemic elements became the foundation for the plan, emphasizing a continuous improvement cycle referenced as ADAPT: Alignment, Data, Achievement, Professional

Development, and Target on Secondary Education, with five improvement goals highlighting the priorities of these system components (listed below).

Alignment	To improve student performance through focused collaboration with all key partners for an adequate and equitably funded system of public education with a cohesive statewide continuous improvement process that includes meaningful parent and community involvement and drives all levels (school, district, and state) to improve student learning and classroom instruction.
Data	To improve classroom instruction and student performance through continued use of consistent and relevant data at all levels (student, classroom, school, district, and state) that supports the improvement planning process, that evaluates the effectiveness of planned programs, and that drives instructional decisions focused on increased student achievement.
Achievement	To improve classroom instruction and student performance through the implementation of proven practices in core content areas (Reading, Writing, Math, Science, and Social Studies), with increased overall achievement and attention to the reduction of the achievement gaps.
Professional Development	To implement effective statewide professional development activities and educator pre-service preparation focused on data-driven needs and proven practices that will improve the learning of students as identified in school, district and state improvement plans.
Target on Secondary Education	To improve student achievement in middle schools and high schools through the implementation of a statewide initiative that focuses on secondary education, including strategies to improve academic achievement, increase graduation rates, decrease dropout rates, improve distribution of information to the public, and increase post-secondary program enrollment and success rates.

The progression of the state improvement plan over the last five years illustrates this evolution of building and enhancing the system in order to measure the progress of the improvement work. The *2008 STIP* took the first step with the selection of twelve key indicators of success.

The key indicators of success are as follows:

Achievement in Math	Graduation Rates
Achievement in Writing	High School Completion
Achievement in Science	Post PreK-12 Success
Achievement in Reading	Quality Educators
Developmental Readiness	Student Attendance Rates
Reduction of Dropout Rates	Transition to High School

Data for a number of the key indicators has been collected over time to provide a consistent and reliable review of results. A comprehensive analysis of the data related to each key indicator uncovered further system work that is needed as well as specific key indicators to prioritize with measurable targets. The current status of the prioritized key indicators is shown below.

2009 STIP: Current Status of Priority Key Indicators													
Student Group	Achievement in Math: Elementary	Achievement in Math: Middle	Achievement in Math: High	Achievement in Reading: Elementary	Achievement in Reading: Middle	Achievement in Reading: High	Achievement in Writing: Elementary	Achievement in Writing: Middle	Achievement in Writing: High	Graduation Rates	Dropout Rates	Quality Educators: Highly Qualified	Quality Educators: % 3 Years or less Experience
All Students	62.3%	61.6%	70.5%	58.1%	64.3%	93.5%	46.9%	56.7%	87.2%	68.7%	4.7%		
American Indian/Alaskan Native	51.7%	56.3%	60.8%	51.4%	60.5%	90.7%	36.9%	55.7%	84.8%	58.0%	5.5%		
Asian/Pacific Islander	76.3%	77.4%	81.3%	69.1%	76.7%	96.0%	62.0%	71.8%	90.7%	80.7%	3.2%		
Hispanic	54.1%	50.7%	59.5%	46.2%	52.5%	90.0%	38.0%	44.4%	79.6%	57.0%	6.2%		
Black/African American	45.8%	43.4%	50.9%	44.3%	50.2%	89.2%	37.6%	46.2%	81.4%	54.5%	6.4%		
White	72.3%	72.9%	79.7%	71.1%	75.8%	96.2%	55.1%	66.7%	92.4%	76.8%	3.5%		
FRL	52.5%	50.6%	57.7%	45.8%	52.5%	88.8%	36.2%	44.0%	78.8%				
IEP	31.5%	20.8%	23.6%	22.8%	19.2%	59.0%	12.9%	15.2%	44.2%				
LEP	44.3%	25.3%	30.4%	32.0%	18.9%	62.4%	21.1%	13.3%	30.9%				
High Poverty Schools												91%	38%
Low Poverty Schools												92%	23%

Note: "Achievement" = % proficient on CRT
Coding: Green = 3 or greater percentage point gain
Gray = less than 3 percentage point gain or loss
Red = 3 or greater percentage point loss

The analysis of the math, reading, and writing results showed some progress in increasing student achievement, with the achievement gap being reduced in some cases. However, substantive progress is needed to meet Nevada's long term achievement goals. Also, progress has been made in increasing graduation rates and reducing dropout rates. Despite this progress, it is clear that many students need support systems in place that will keep them in school and help them graduate. The analysis of "quality educator" data showed some

progress in increasing the percent of Highly Qualified teachers at both low and high poverty schools in many of the school districts. Yet, the need for equitable distribution of quality educators remains in order to ensure quality educators for all students.

Measurable objectives have been set for the prioritized key indicators, as listed below:

- *Measurable Objective for Math:* Increase academic proficiency in math by three percentage points. In addition, make substantive reductions in the achievement gaps.
 - *Measurable Objective for Reading:* Increase academic proficiency in reading by three and a half percentage points. In addition, make substantive reductions in the achievement gaps.
 - *Measurable Objective for Writing:* Increase academic proficiency in writing. In addition, make substantive reductions in the achievement gaps.
 - *Measurable Objective for Highly Qualified Educators:* Increase the percent of teachers who meet “highly qualified” requirements at high poverty and high minority schools by two percentage points to reduce the gap in equitable distribution of “highly qualified” educators.
 - *Measurable Objective for Teaching Experience:* Increase the percent of teachers who have three years or more of teaching experience at high poverty and high minority schools by two percentage points to reduce the gap in equitable distribution of experienced educators.
 - *Measurable Objective for Dropout Rates:* Decrease the gap in dropout rates while decreasing the dropout rate for all student groups.
 - *Measurable Objective for Graduation Rates:* Decrease the gap in graduation rates while increasing the graduation rates for all student groups.

The *2009 STIP Action Plan* is a three year plan, with strategies that describe the targeted action that will take place in the next three years to ensure progress in meeting the measurable objectives and accomplishing the key indicators of success (see Section 3 for the full action plan).

<i>2009 STIP Action Plan Strategies</i>
<ul style="list-style-type: none"> • Expand and refine the statewide systems of support for education. • Expand and refine the statewide assessment system and data availability to support improved instruction and accountability requirements. • Expand effective standards-based curricular and instructional designs that are meeting the needs of students in preparing them for future success, especially with respect to the knowledge and skills needed for college and work readiness and the rapidly changing conditions of modern life. • Expand the effective implementation of support systems to increase the academic and behavioral performance of all students, with an additional focus on those students who struggle to learn as a result of poverty, second language, and/or disabilities. • Expand promising practices that have shown success in increasing student achievement, graduation rates, post-secondary success, and decreasing dropout rates.

Comprehensive improvement plans take several years to implement and to demonstrate improvement in the targeted areas. Annual revisions provide the opportunity to identify effective practices and/or actions that should be continued and ineffective practices and/or actions that should be revised or eliminated. The *2009 Nevada State Improvement Plan* ensures progress on the key indicators in order to accomplish the overarching goal of the STIP: **to effectively deliver a rigorous and relevant standards-based education that increases achievement, reduces the achievement gap, and prepares each student for post secondary college and career readiness.**

2009 Nevada State Improvement Plan

Section 1

Key Indicator Analysis

INTRODUCTION

Research indicates that improvement initiatives require a consistent culture and set of beliefs that drives goals, strategies, and resources across all levels in the education system. Nevada's culture of improvement is built upon the foundation of the following beliefs:

- The success of our communities, our state, and the nation hinges on the value we place on academic and intellectual achievement.
- The bottom line of school improvement is increased student learning that prepares students for post secondary college and career readiness.
- All children benefit from learning challenging and relevant curriculum aligned to state standards and college and career readiness expectations.
- Teachers and administrators can be quality educators when provided with collaborative and sustained professional development focused on improving instruction.
- All children benefit from building relationships with school adults and peers in a safe, caring, and healthy environment.
- Effective leadership is critical to improving the quality of teaching and learning.
- Continuous improvement takes place through the implementation of standards-based school, district and state improvement efforts.
- Effective use of data is critical for measuring and supporting the continuous improvement of teaching and learning.
- Quality education must be equitably distributed and adequately funded to ensure that high expectations for all students are met.
- Parent and community involvement are critical to improved student performance.

These belief statements represent core values and operating principles that guide the *2009 STIP*. Explanations of these statements are provided in Table 1 to ensure clarity and a common understanding of what is meant by each belief.

These foundational beliefs guide the development of the strategies that carry out the improvement work in the state improvement plan. The role of continuous improvement is to implement comprehensive improvement plans that ensure progress toward accomplishing the goals of the Nevada education system.

Table 1. Belief Statements

Value of Education	Academic and intellectual achievements are the cornerstone to a successful future for the Nevada graduate. A quality prekindergarten to twelfth grade (P-12) education provides the tools for college and career readiness. The value placed on education in the school years influences one's pursuit of lifelong learning. It increases one's capacity to be competitive in the social and economic domains, both locally and globally.
Student Learning	The primary purpose for improvement of the Nevada education system is to increase student learning with a rigorous standards-based education that prepares students for post secondary college and career success. Nevada has set its sight on effective practices within schools and classrooms.
Challenging and Relevant Standards-based Curriculum	Nevada has high achievement expectations for its students as indicated through its aligned standards, curriculum, instruction, and assessments. The Nevada Content and Achievement Standards provide a comprehensive conceptual framework within which specific content is identified in a P-12 sequence of study. The criterion-referenced testing program is designed to align standards-based assessment with standards-based instruction. Local assessments and classroom-based assessments are also a critical component of the alignment of standards, curriculum, instruction, and assessment.
Quality Educators	The success of education relies on a vertically and horizontally aligned system of curriculum, instruction, and assessment carried out by high quality educators. Nevada's colleges and universities provide education preparation to ensure that quality educators are available to become part of the education system. Nevada's organizational structure and culture support quality professional development for improving the achievement for all students, with targeted attention to practices that accelerate the progress of low-performing students.
Relationships in a Safe Environment	Nevada believes that a safe, caring, and healthy learning environment is conducive to academic success. Students need to feel that educators care about them and believe in their ability to reach their maximum potential. Positive academic and social attitudes impact students' engagement and academic success.
Educational Leadership	Effective leaders devote the majority of their time and energy to improving the quality of teaching and learning. These leaders believe that all students can learn. They have a strong commitment to the success of the teachers and the students. Effective leaders believe in the power of continuous improvement; improvement at the school level, at the classroom level, and most importantly at the student level.
Continuous Improvement	Standards-based school improvement is a key factor for student success. Carefully crafted, implemented, and sustained standards-based improvement planning is arguably the only chance for long-term success, even among those schools that are currently performing at a level that exceeds accountability expectations.
Effective Use of Data	Effective assessment programs and data systems are critical for measuring and supporting improvements at the school and classroom levels. Local assessments and classroom-based assessments are an essential part to the full alignment of standards, curriculum, instruction, and assessment. The use of a full range of data to monitor progress and to hold all levels of the system accountable is critical to ensure the success of all Nevada students.
Adequate and Equitable Funding	A quality education is a student's best chance for future success. Adequate and equitable funding is necessary to ensure that the students receive the quality educators, instructional resources, and support systems that they need.
Parent and Community Involvement	Involving parents and the community in the life of schools is critical to the success of the students. Parents are the first teachers of their children; they set the stage for their children's school experiences. In addition, an essential component is community and business involvement.

Nevada's Continuous Improvement Model

The overarching goal of the Nevada education system is to ***effectively deliver a rigorous and relevant standards-based education that increases achievement, reduces the achievement gap, and prepares each student for post secondary college and career readiness***. Nevada's continuous improvement model provides the framework for the state improvement plan to work toward this goal. The critical components of the improvement model are referenced as ADAPT: Alignment, Data, Achievement, Professional Development, and Target on Secondary Education. The improvement goals of the ADAPT framework are as follows:

Alignment	To improve student performance through focused collaboration with all key partners for an adequate and equitably funded system of public education with a cohesive statewide continuous improvement process that includes meaningful parent and community involvement and drives all levels (school, district, and state) to improve student learning and classroom instruction.
Data	To improve classroom instruction and student performance through continued use of consistent and relevant data at all levels (student, classroom, school, district, and state) that supports the improvement planning process, that evaluates the effectiveness of planned programs, and that drives instructional decisions focused on increased student achievement.
Achievement	To improve classroom instruction and student performance through the implementation of proven practices in core content areas (Reading, Writing, Math, Science, and Social Studies), with increased overall achievement and attention to the reduction of the achievement gaps.
Professional Development	To implement effective statewide professional development activities and educator pre-service preparation focused on data-driven needs and proven practices that will improve the learning of students as identified in school, district and state improvement plans.
Target on Secondary Education	To improve student achievement in middle schools and high schools through the implementation of a statewide initiative that focuses on secondary education, including strategies to improve academic achievement, increase graduation rates, decrease dropout rates, improve distribution of information to the public, and increase post-secondary program enrollment and success rates.

These system components guide the state improvement plan with a focus on key indicators of success. In the 2008 revision of the state improvement plan, twelve key indicators of success were selected to provide a means to measure the progress in reaching Nevada's improvement goals. Nevada's twelve key indicators, as aligned to the ADAPT framework, are described with supporting research in Table 2 below.

Table 2. Nevada's Key Indicators of Success

ADAPT Component	Key Indicator(s)	Research
Data & Achievement	Academic Achievement in Math, Reading, Writing, and Science	Students who succeed in a rigorous core curriculum are more likely to finish high school, enroll in college or other post secondary training, and earn a degree. Academic achievement leads to post secondary college and career readiness (ACT, 2006).
	Developmental/School Readiness (Success in PreK-2 nd)	The strongest predictors of achievement in later grades are entry skills in math and reading, and attention skills. Success in early grades provides students with a strong foundation for success in later grades (Developmental Psychology, 2007).
	Student Attendance Rates	A student's interaction with the instruction, instructor, and peers produces essential learning in the classroom setting that cannot be replicated or made up with equal benefit. Student attendance has a direct impact on student performance (Educational Research Quarterly, 2004).
Professional Development	Quality Educators	The quality of the educators that are leading the schools and instructing the students has a direct impact on the success of reaching the goal of providing a rigorous and relevant standards-based curriculum and instruction (McREL, 2003).
Target	Dropout Rates	The majority of dropouts occur between eighth and tenth grades. Keeping students in school past tenth grade dramatically increases the likelihood of high school completion (NCES, 2008).
	Graduation Rates and High School Completion	Completion of high school is a strong predictor of a student's post secondary readiness and future success. In 2006, the average annual income of a person who did not finish high school was \$21,000 (\$1,750/month). For the person who did complete high school, the average annual income was \$31,400 (\$2,617/month) (NCES, 2008).
	Post P-12 Success	Colleges and the work force are expecting comparable levels of knowledge and skills. A high school experience of rigor, relevancy, and relationships helps maximize a student's potential for professional and personal success (ACT, 2006).
	Transition to High School	A successful transition from middle to high school is a determining factor for student performance in high school and beyond (NHSC, 2007).

Note: The content areas represented in the “Achievement” key indicators were selected based on the availability of state level achievement data. This does not preclude the importance of the other core content areas or other metrics. As state level data and other data elements become available for these content areas or for other methods of evaluating student performance, consideration as a key indicator will be made.

Organization of the Document

The *2009 STIP* is organized into three sections:

1. The first section is organized around the ADAPT framework, with a focus on Alignment, Data and Achievement, Professional Development, and Target on Secondary Education. The results of various outcome data are used to measure the progress of the relevant key indicators of success. This analysis helps to identify the progress of the key indicators as well as identify continuing concerns.
2. The second section lays out the *2009 STIP Action Plan* that details the improvement strategies and the activities to carry out these strategies.
3. The third section includes the attachments that provide the relevant supporting documentation for the *2009 STIP*.

The ADAPT framework provides a construct that ensures a comprehensive approach to continuous improvement. By setting measurable objectives for specific key indicators, Nevada ensures a continued refinement of the system and accomplishment of the goals. The *2009 STIP* takes an important step toward measuring the progress of the key indicators of success.

ADAPT: ALIGNMENT

Alignment, the first component of the ADAPT framework, presents a systems focus. The other elements of a continuous improvement model, such as data use or professional development, are embedded within an aligned educational system.

Nevada’s educational system encompasses a complex array of autonomous factions that are interconnected by the commitment to educating Nevada’s children. Alignment efforts have helped to bring direction to the state’s improvement efforts.

Nevada Districts and Schools

Nevada’s 17 school districts reflect the unique population distribution within the state. Clark County is currently the fifth largest school district in the country, with 311,039 students. An adjacent school district, Esmeralda, has only 68 enrolled students. Based upon data gathered during the 2009 Adequate Yearly Progress analysis, the state has a total of 668 schools, with 384 elementary schools, 143 middle schools, and 141 high schools. The first statute authorizing charter schools in the state was passed by the Nevada Legislature in

1997. For the 2008-2009 school year, there were 25 district-sponsored charter schools and eight state-sponsored charters.

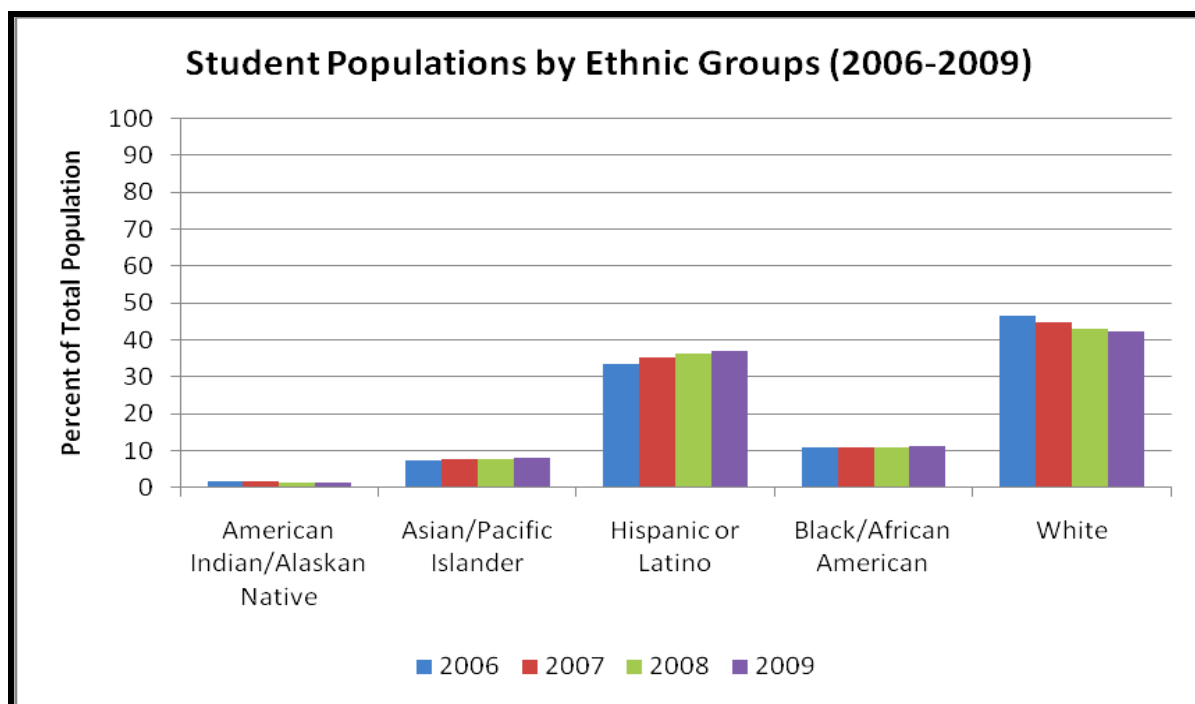
The 2008-2009 class size student-teacher ratio for the state was 20:1, with the highest student-teacher ratio of 26:1 in fourth and fifth grades. There are 22,885 full time equivalent teaching positions, according to the February 2009 Research Bulletin published by the NDE. Nevada's average teacher salary as per the Nevada Research Bulletin (February 2009) is \$51,045. The National Education Association's most recent Rankings and Estimates (2008) lists the national average teacher salary at \$52,308.

Nevada Students

According to the 2000 U.S. Census, 1,998,257 people lived in Nevada and a 35% increase was expected by 2010 at that time. The increase in Nevada's general population is reflected in the student population growth. During the 2008-2009 school year, 437,433 students were enrolled in Nevada public schools. As shown in Figure 1, the Hispanic student population has increased the most, from 34% in 2006 to 37% in 2009. In contrast, the White student population has decreased by 4 percentage points from 2006 to 2009. The minority student populations make up 58% of Nevada's total student population.

There has been a corresponding increase in the number of students who do not speak English as their first language. The percent of students identified as Limited English Proficient (LEP) has increased from 15.5% in 2006 to 18% in 2009. Of the 130 different languages spoken, Spanish is by far the most common, with 91% of the LEP student group listing Spanish as the language spoken at home on the Home Language Survey.

Figure 1



Alternately, the percent of students living in poverty, as determined by eligibility for free or reduced price lunch (FRL), has decreased from 41.5% in 2006 to 40.6% in 2009. The percent of students having Individualized Education Plans (IEP) also decreased from 11.1% in 2006 to 10.8% in 2009.

Fiscal Resources

Nevada Revised Statute (NRS) 387.121 guarantees the per-pupil level of financial support. The average per-pupil expenditure in Nevada for the 2007-2008 school year was \$7,133. Nevada's per-pupil expenditure is significantly lower than the national average of \$9,963. It is significant to note that during the 2008-2009 and the current school year, the NDE and school districts have had to cut budgets due to revenue shortfall. Additional budget cuts are being required for the next biennium. Although the *2009 STIP* puts forth actions to ensure progress on the key indicators, it is important to underscore that these budget reductions will impact the state and districts' ability to reach these expectations.

Parent and Community Involvement

The State of Nevada has systems in place for parent and community involvement in the educational process, as well as for communication with parents. The State Board of Education and the NDE communicate with parents and the community through the NDE website (www.doe.nv.gov), press releases, and through various sources responsible for disseminating relevant information (primarily assessment results). Parents and community members can learn about schools and districts through the websites sponsored by school districts. Parents in Nevada have the opportunity to be involved in parent organizations such as the Nevada Parent Teacher Association (PTA) and Nevada Parents Encouraging Parents (PEP), a group representing the interests of parents of students with disabilities. Parent organizations such as Nevada PTA and PEP are also actively engaged in the legislative process through lobbying activities. The Nevada Open Meeting Law ensures that the public can communicate with their school district's local Board of Trustees and with the state through the State Board of Education's regularly scheduled meetings. In addition, each district must include at least one parent on the School Wellness Policy committee.

An essential component of a comprehensive statewide educational system is business and industry involvement. The business community is involved with the educational system in various capacities. Business representatives are members of many of the planning and advisory committees, such as the Special Education advisory committee, the Title I Committee of Practitioners, the STARS High School Improvement work group, the *Nevada State Improvement Plan* Steering Committee, and the P-16 Council. Businesses across the state are also in partnerships with schools, providing schools with resource and advisory support.

Career and Technical Education (CTE) has a long-standing relationship with the business and industry community. Through a state system of technical skill committees and councils, business and industry representatives for years have been involved in the review and

development of CTE programs. Direct input from the business community continues to provide vital information to ensure CTE programs remain current with industry needs.

Nevada Progress to Date

The goal of the Alignment component is to improve student performance through focused collaboration with all key partners for an adequate and equitably funded system of public education with a cohesive statewide continuous improvement process that includes meaningful parent and community involvement and drives all levels (school, district, and state) to improve student learning and classroom instruction. Continuous improvement is an ongoing process for all Nevada schools, districts, and the state. The NDE has implemented a number of mechanisms of support and guidance for statewide improvement.

The Alignment component was targeted in the *2008 STIP Action Plan* to ensure that the systems and practices be sustained that support progress toward meeting the key indicators of success and reaching the improvement goals. The NDE, in collaboration with key partners throughout the state, have further developed both the school support team process and the system of support for districts identified for improvement or corrective action (see Attachment Two for a full description of the 2008 STIP Accomplishments).

Student Achievement Gap Elimination (SAGE)

The NDE developed the SAGE process to be utilized with schools identified as In Need of Improvement. Each year this revision process is followed to ensure continuous improvement. SAGE is the required school improvement process for Title I schools in Nevada that are designated as In Need of Improvement. In addition, SAGE is a useful resource for all schools needing or wishing to complete a significant self-examination to improve status quo. The purpose of SAGE is to help external facilitators, administrators, teachers, parents, and community members to participate in a continuous improvement cycle that identifies potential barriers and develops a way to move the school from where it is now to an environment in which all students can achieve to their highest potential. Many Nevada school districts and schools have used the improvement process outlined in the SAGE guidebook to improve student learning.

School Improvement Plans

As set forth by the passage of the No Child Left Behind (NCLB) Act and Senate Bill 1, the Nevada Legislature in 2003 passed legislation that, regardless of Adequate Yearly Progress (AYP) performance, school improvement plans must be developed or revised and implemented annually by all schools, school districts, and the state through its State Board of Education. Additional requirements exist for schools identified as In Need of Improvement. Each school identified for school improvement must, within three months after being identified, develop or revise a school plan in consultation with school staff, the local educational agency serving the school, and outside experts, known as the School Support Team Leaders. Title I schools, and many other schools, use the SAGE process to develop or revise their school improvement plans.

District Improvement Plans

All Nevada school districts submit District Improvement Plans in December pursuant to the requirements of law, as stated above. In their 2008 District Improvement Plans, the majority of districts identified improving services for the IEP student population. The majority of the districts included a goal relating to professional development that focused on their specific improvement needs. More than two thirds of the districts identified improvement needs in parent involvement and the expansion of data. Many districts included goals that targeted extending instructional time, improving services to the LEP student population, enhancing technology, and expanding alignment efforts.

State Improvement Plan

State legislation requires that the State Board of Education revise the current state improvement plan each year, based on the outcomes of the previous year. The Nevada Revised Statute 385.34691 (see Attachment One) establishes the requirements for this plan. Key partners in the Nevada educational system participate in the revision of the *2009 STIP* (see the Executive Summary for the names of this year's participants).

Funding for Continuous Improvement

For the 2008-2009 school year, 323 schools statewide were eligible for Title I funding and 156 schools actually received funding. That calculates to approximately 48.3% of eligible schools receiving funding. In addition to this regular Title I funding, during the 2008-2009 school year, the NDE received \$2.7 million in Title I 1003(g) funding which was competitively granted to districts with Title I served schools that were identified in need of improvement. The funding provides revenue for these districts to support the identified needs of their schools that did not make adequate yearly progress.

In August 2007, the NDE was awarded a competitive State Improvement Grant from the US Department of Education, Office of Special Education Programs, which brought over \$3.4 million to the state over five years, to realize results in four critical areas. Two years into the grant, the NDE has implemented the grant activities in the four critical areas in collaboration with stakeholders from across the state, including partners at institutions of higher education, school districts, parent organizations, regional training programs, and policy groups.

As the Alignment component builds the system of support for school improvement, two performance components ensure progress. The primary monitoring tools used in successful school improvement are data. A primary target of school improvement is achievement. The next two components of the ADAPT framework focus on these tools and target.

ADAPT: DATA & ACHIEVEMENT

The Data and Achievement components were targeted in the *2008 STIP Action Plan* to ensure that data systems directly impact student achievement. The goals of the Data and Achievement components of the ADAPT framework are:

- To improve classroom instruction and student performance through continued use of consistent and relevant data at all levels (student, classroom, school, district, and state) that supports the improvement planning process, that evaluates the effectiveness of planned programs, and that drives instructional decisions focused on increased student achievement.
- To improve classroom instruction and student performance through the implementation of proven practices in core content areas (Reading, Writing, Math, Science, and Social Studies), with attention to the reduction of achievement gaps.

Progress has been made in refining the statewide data systems to support the improvement cycle and in expanding the systems of support to increase student performance. Through implementation of the Longitudinal Data System (LDS) grant activities, the NDE has further refined the state data systems, increasing both the access to and utility of data for schools and districts. The expansion of systems of support throughout the state has impacted student performance, especially students that struggle to learn as a result of poverty, second language, and/or disabilities.

Nevada Progress to Date

The *2009 STIP* has six key indicators of success that align to the Data and Achievement components of the ADAPT framework. Four of the key indicators focus on student performance in the content areas of math, reading, writing, and science. One key indicator targets student performance in the early years (PreK to second grade). The final key indicator addresses student attendance.

The key indicators of Achievement in Math, Reading, Science, and Writing are measured by student progress on the state criterion-referenced tests (CRT) and the high school proficiency exams (HSPE). Student performance in math, reading, and writing is reported on the graphs that follow, using “percent proficient or above” over the past four school years (i.e., 2005-2006, 2006-2007, 2007-2008, and 2008-2009). This metric reflects the percent of students who passed the test at each grade level. Every year, this percentage reflects the specific group of students who took a grade-level test. For elementary and middle levels, this group includes all students who took the CRT. For the high school level, this group is 11th graders and includes students’ best scores on the HSPE. The HSPE is first administered to students at grade 10, and students have multiple opportunities to pass the HSPE. The passing of the HSPE in math is required in order to graduate with a Standard or Advanced Diploma.

The graphs below report the achievement trends for the whole student population, for the five ethnicity subgroups, and for three special population subgroups (FRL, IEP, and LEP). It is important to note that the IEP and LEP groups represent a potentially changing body of students each year. These students are identified due to specific learning and/or language needs. Once improved and no longer in need of special services, the students are exited from the category. Data for the analyses presented in this section comes from the NDE’s longitudinal student information system, the System of Accountability Information in Nevada

(SAIN). These data reflect the best efforts of state, district, and local educators to track the performance of students over time.

Key Indicator: Achievement in Math

Student achievement in math is measured by the Nevada Proficiency Examination Program assessments. The CRTs are administered to students in grades 3-8 each spring, and the HSPEs are administered to students in high school. Student performance on these state assessments is the primary data source for measuring math achievement for the *2009 STIP*.

Elementary Level

Elementary students' performance in math statewide is represented in Figures 2 and 3 in a four year span. Figure 2 reports the achievement trends for all students and five ethnicity subgroups by year. Figure 3 reports the achievement trends for all students and three special population subgroups by year.

Between 2005-2006 and 2008-2009,

- The performance of All Students increased by over 9 percentage points.
- The Hispanic student group had the greatest increase in performance of the ethnic groups, with an increase of over 10 percentage points.
- The IEP performance had less than a two percentage point increase from 2006-2007 to 2008-2009.
- The gap between the All Students' performance and that of the LEP student group shrank by over 8 percentage points.

Middle Level

Middle level students' performance in math statewide is represented in Figures 4 and 5 for 2005-2006 through 2008-2009. Figure 4 reports the achievement trends for all students and five ethnicity subgroups by year. Figure 5 reports the achievement trends for all students and four special population subgroups by year.

Between 2005-2006 and 2008-2009,

- The performance of All Students increased by approximately 7 percentage points.
- The Hispanic student group had the greatest increase in performance of the ethnic groups, with an increase of over 12 percentage points.
- The FRL performance had the greatest increase of all student groups, with a 13 percentage point increase.
- The gap between IEP student group and All Students has been over 34 percentage points for the past four years.

High School Performance

High school level students' performance in math statewide is represented in Figures 6 and 8 for 2005-2006 through 2008-2009. Figure 6 reports the achievement trends for all students and five ethnicity subgroups by year. Figure 7 reports the achievement trends for all students and four special population subgroups by year.

Between 2005-2006 and 2008-2009,

- The performance of All Students increased by approximately 5 percentage points.
- The African American student group had the greatest increase in performance of the ethnic groups, with an increase of over 13 percentage points.
- The FRL performance had the greatest increase of all student groups, with a 14 percentage point increase.
- The gap between IEP student group and All Students has been over 46 percentage points for the past four years.

Figure 2

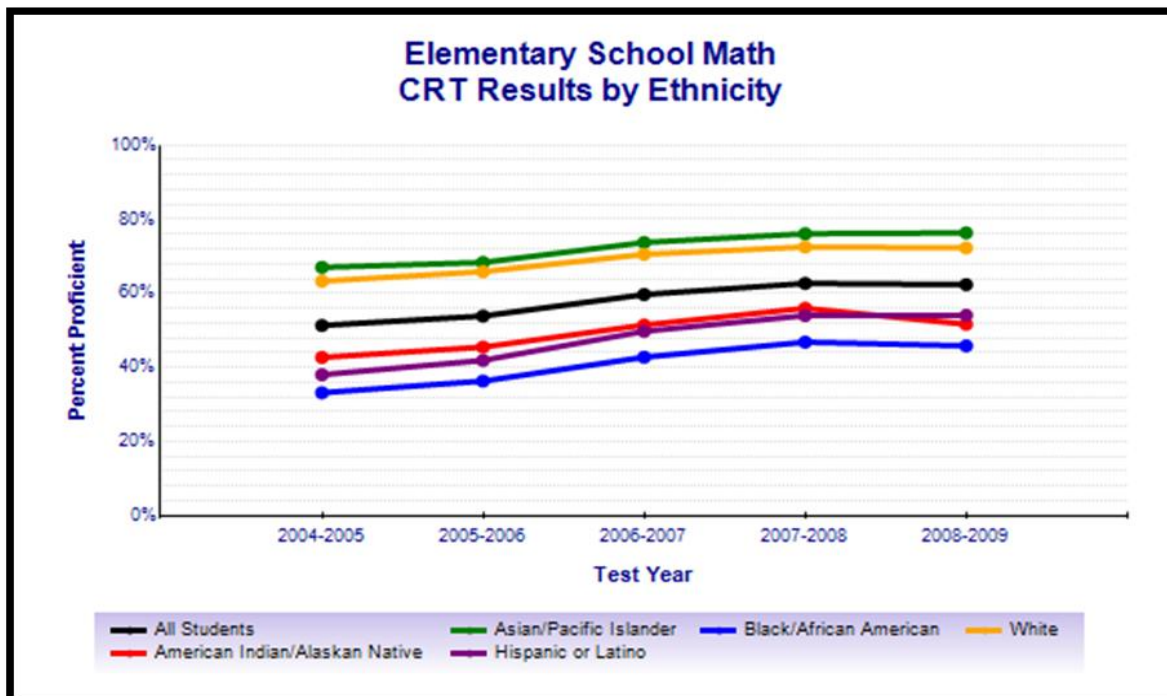


Figure 3

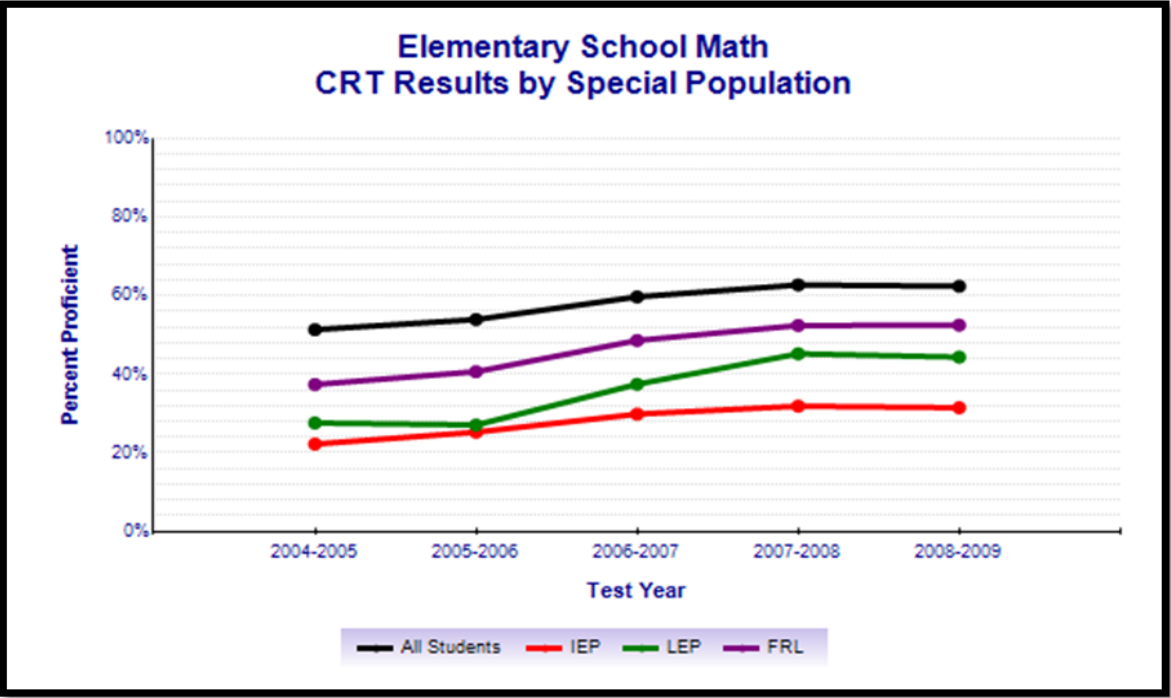


Figure 4

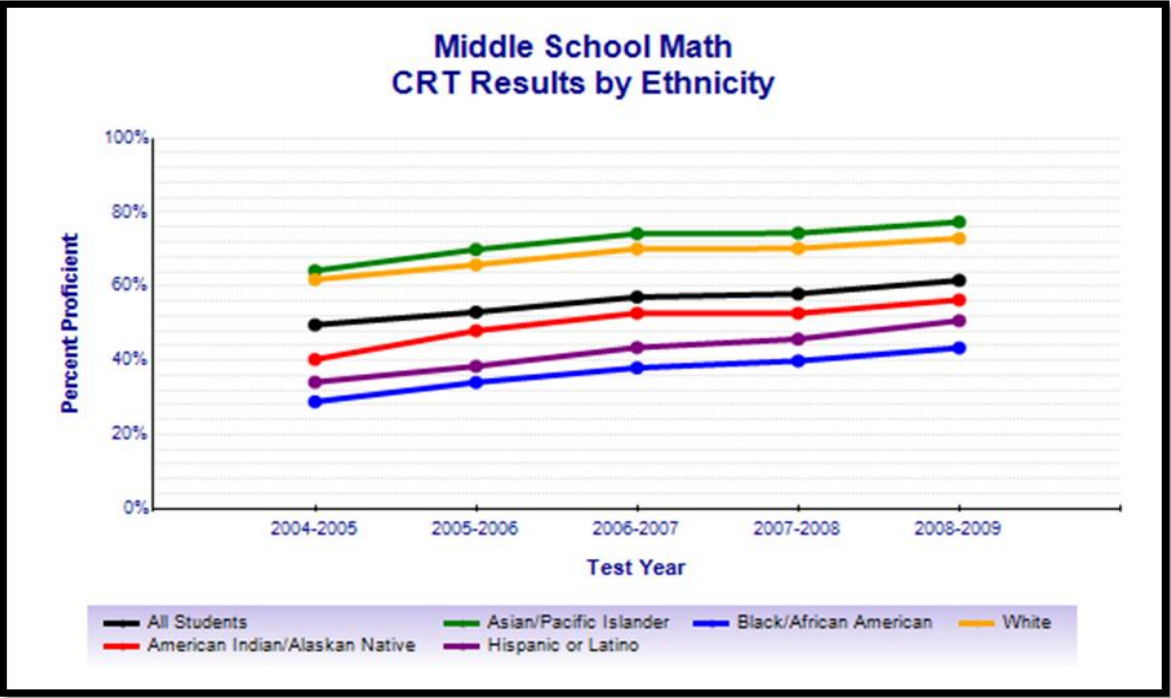


Figure 5

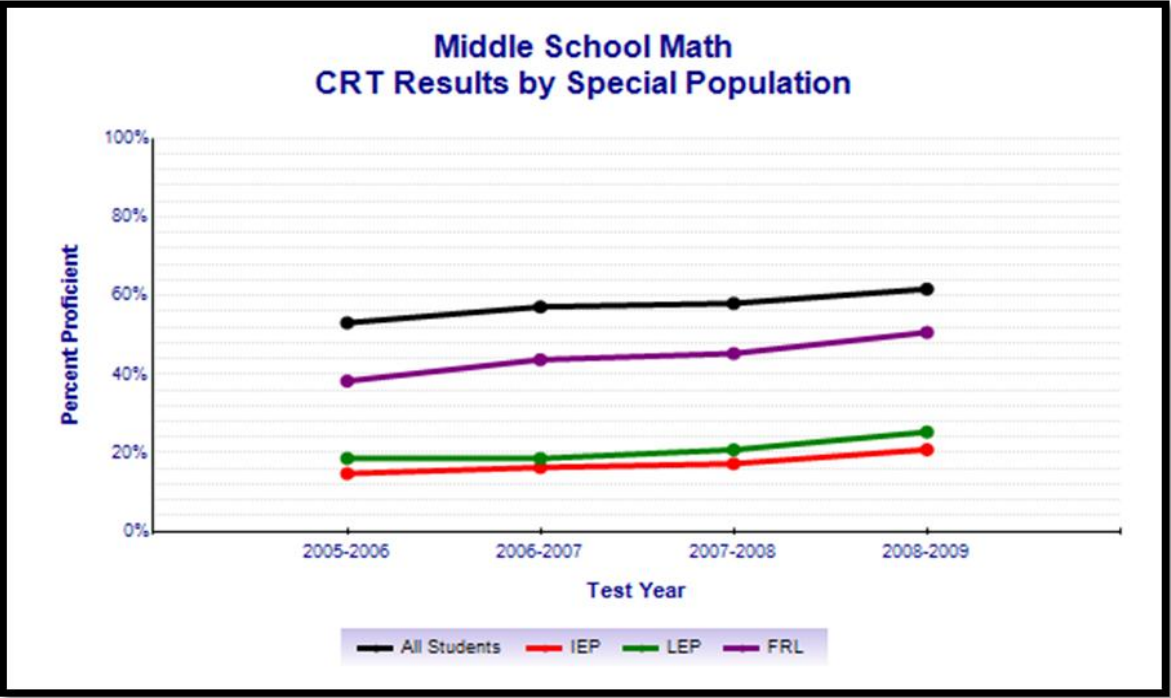


Figure 6

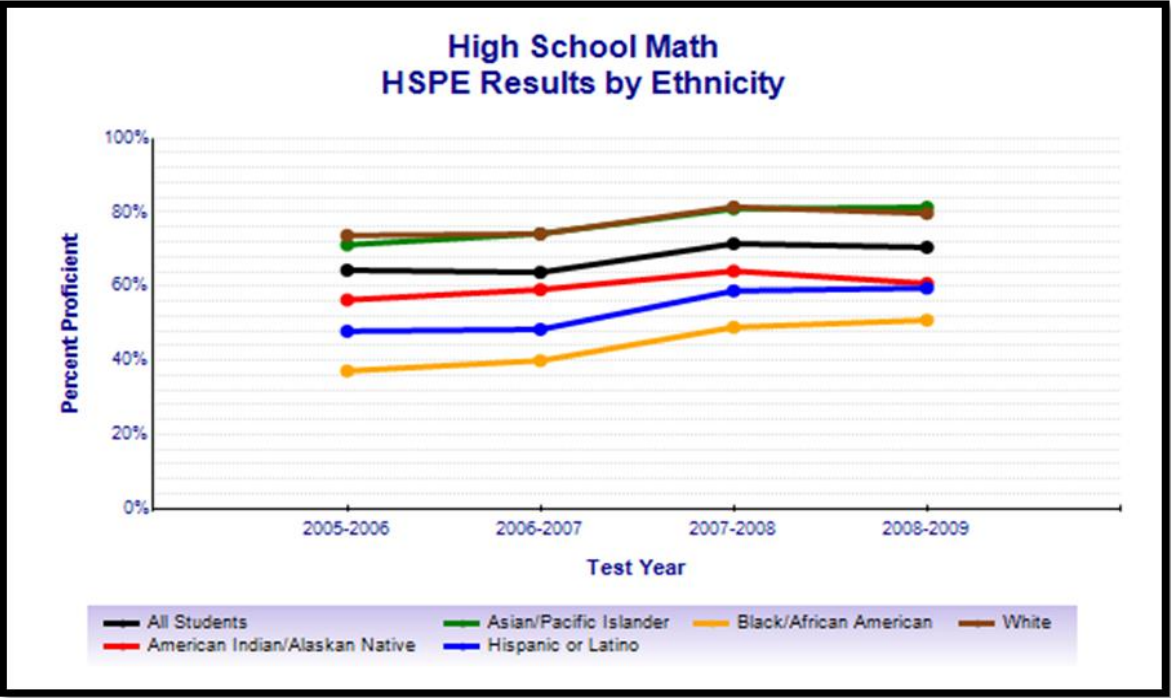
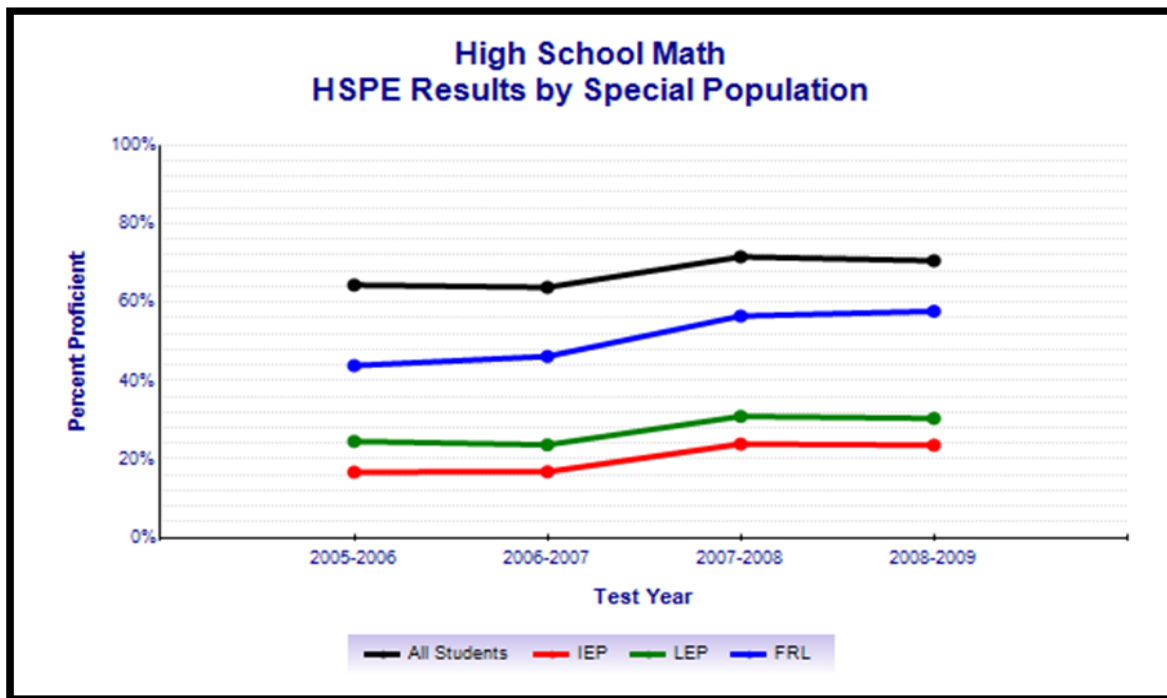


Figure 7



Implications for Achievement in Math

Analysis of the math results shows that progress has been made in increasing student achievement. More students passed the required state tests in 2008-2009 than in 2005-2006. Over these four years, student performance in math showed a positive trend across elementary (grades 3-5), middle (grades 6-8), and high school (grade 11). In some cases, the achievement gap has been reduced.

However, there is a need to move more students to demonstrated proficiency. Reduction of the achievement gaps, while continuing to increase overall student performance, requires the subpopulations to exceed the targeted percentage points. This “performance plus” expectation is the underpinning of all the measurable achievement objectives in the STIP. The measurable objective below has been set to measure the progress of student proficiency in math.

Measurable Objective in Math: Increase academic proficiency in math by three percentage points. In addition, make substantive reductions in the achievement gaps.

Key Indicator: Achievement in Reading

Student achievement in reading is measured by the Nevada Proficiency Examination Program assessments. The CRTs are administered to students in grades 3-8 each spring, and the HSPEs are administered to students in high school. Student performance on these state assessments is the primary data source for measuring achievement for the 2009 STIP.

Elementary Level

Elementary students' performance in reading statewide is represented in Figures 8 and 9 in a four year span. Figure 8 reports the achievement trends for all students and five ethnicity subgroups by year. Figure 9 reports the achievement trends for all students and four special population subgroups by year.

Between 2005-2006 and 2008-2009,

- The performance of All Students increased by 10 percentage points.
- The Hispanic and African American student groups increased by over 11 percentage points.
- The LEP student group had the greatest increase of all student groups, with an increase of over 14 percentage points.
- There was a reduction in gap between the All Students' performance and that of the Hispanic, African American, FRL, LEP, and IEP student groups.

Middle Level

Middle level students' performance in reading statewide is represented in Figures 10 and 11 in a four year span. Figure 10 reports the achievement trends for all students and five ethnicity subgroups by year. Figure 11 reports the achievement trends for all students and four special population subgroups by year.

Between 2005-2006 and 2008-2009,

- The performance of All Students increased by over 12 percentage points.
- The Hispanic and African American student groups increased by over 15 percentage points.
- The FRL performance increased by over 15 percentage points.
- The gap between the All Students' performance and that of the LEP student group increased by over 6 percentage points.

High School Performance

High school level students' performance in reading statewide is represented in Figures 12 and 13 in a four year span. Figure 12 reports the achievement trends for all students and five ethnicity subgroups by year. Figure 13 reports the achievement trends for all students and four special population subgroups by year.

Between 2005-2006 and 2008-2009,

- Over 93% of All Students were proficient on the 2008-2009 HSPE in reading.
- The American Indian, Hispanic, and African American student groups increased by over 5 percentage points, resulting in a gap of less than 4 percentage points compared to All Students performance by 2008-2009.
- The LEP performance increased by over 14 percentage points.
- The IEP performance increased by over 11 percentage points.
- There was a reduction in gap of over 6 percentage points between the All Students' performance and that of the FRL, LEP, and IEP student groups.

Figure 8

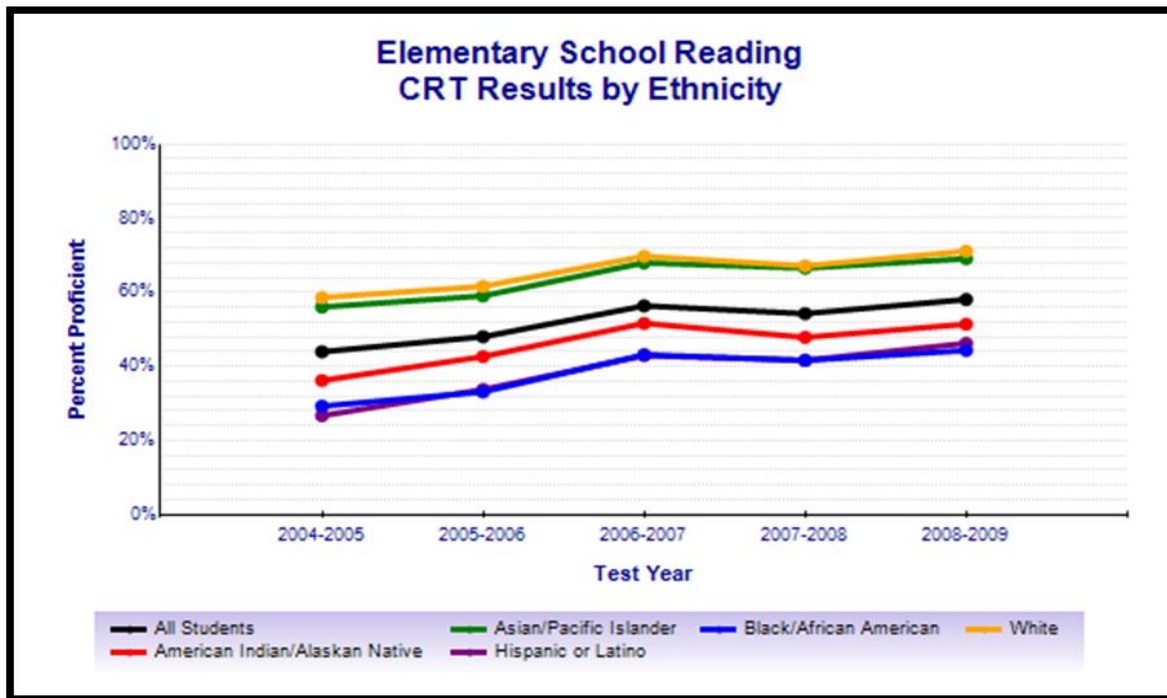


Figure 9

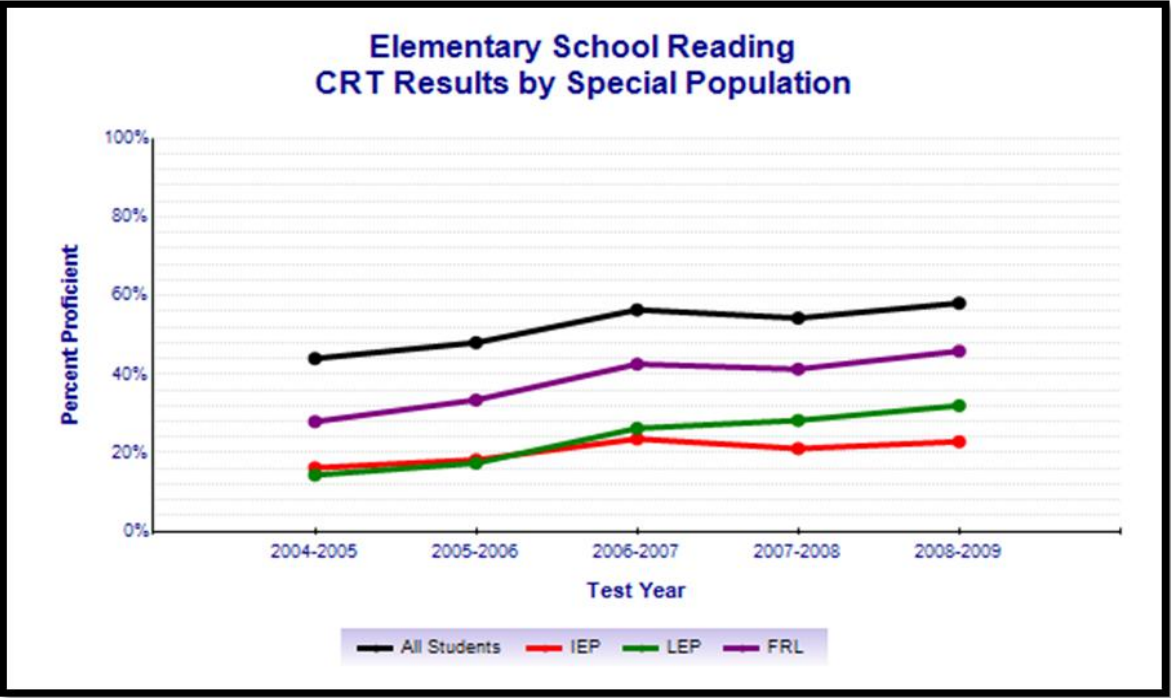


Figure 10

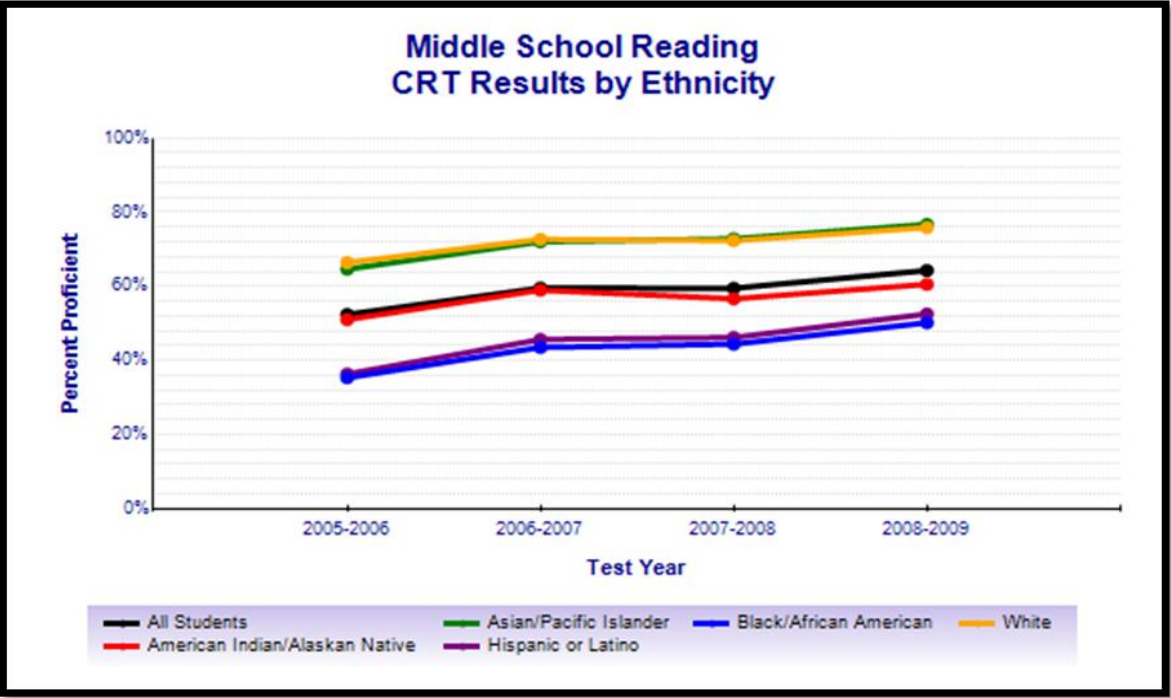


Figure 11

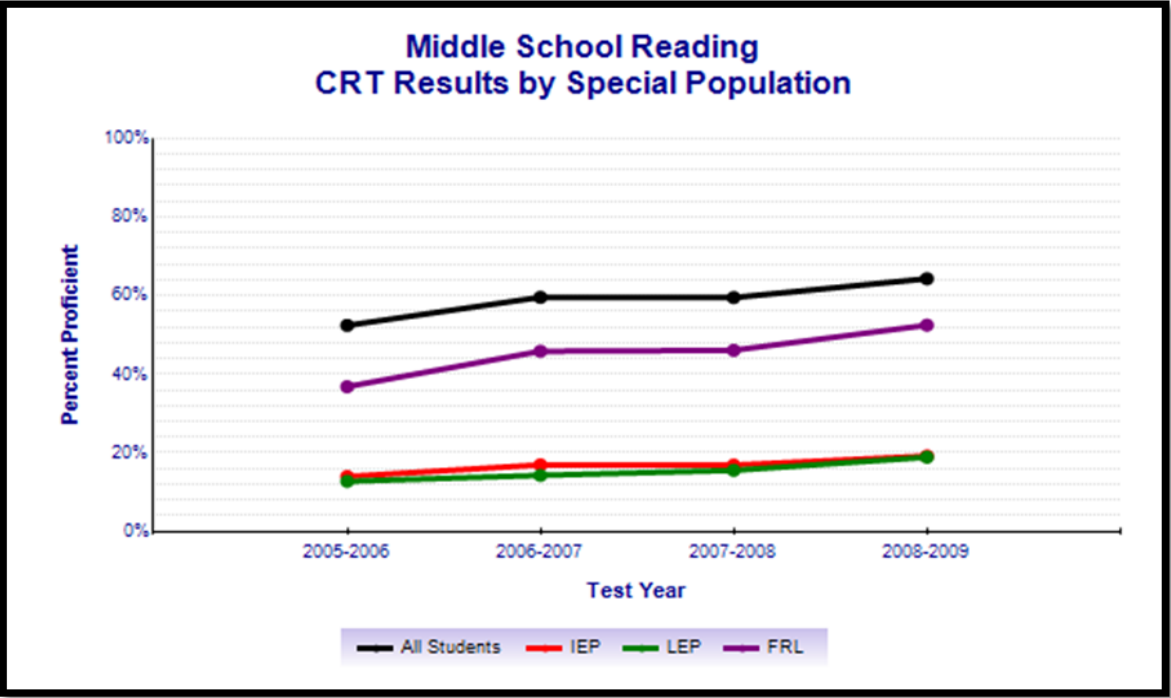


Figure 12

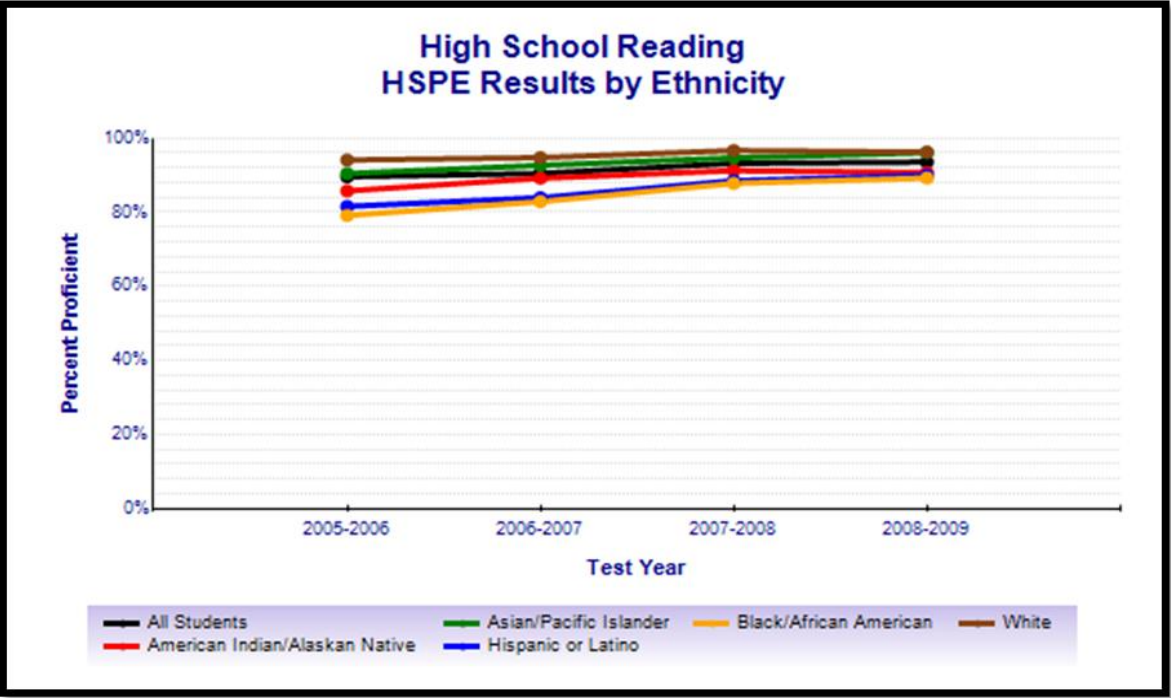
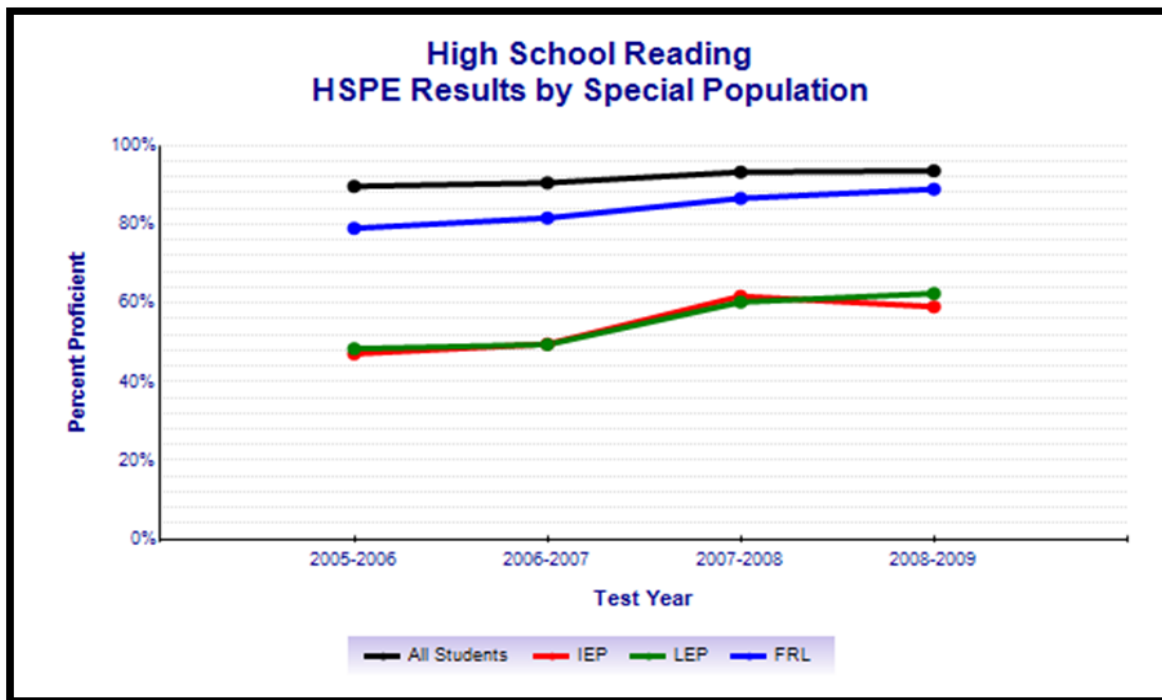


Figure 13



Implications for Achievement in Reading

Analysis of the reading results shows that progress has been made in increasing student achievement. More students passed the required state tests in 2008-2009 than in 2005-2006. Over these four years, student performance in reading showed a positive trend across elementary (grades 3-5), middle (grades 6-8), and high school (grade 11). In some cases, the achievement gap has been reduced.

However, there is a need to move more students to demonstrated proficiency. Reduction of the achievement gaps, while continuing to increase overall student performance, requires the sub populations to exceed the targeted percentage points. This “performance plus” expectation is the underpinning of all the measurable achievement objectives in the STIP. The measurable objective below has been set to measure the progress of student proficiency in reading.

Measurable Objective in Reading: Increase academic proficiency in reading by three and a half percentage points. In addition, make substantive reductions in the achievement gaps.

Key Indicator: Achievement in Writing

Student achievement in writing is measured by the Nevada Writing assessments. Students are assessed in grades 5, 8, and high school. Student performance on the state writing assessment is the primary data source for measuring achievement status in writing.

Student achievement in writing is measured by the Nevada Proficiency Examination Program assessments. The Writing Assessments are administered to students in grades 5 and 8, and

the HSPE in writing is administered to students in high school. Student performance on these state assessments is the primary data source for measuring achievement for the 2009 STIP.

Elementary Level

Grade 5 students' performance in writing statewide is represented in Figures 14 and 15 in a four year span. Figure 14 reports the achievement trends for all students and five ethnicity subgroups by year. Figure 15 reports the achievement trends for all students and four special population subgroups by year.

Between 2005-2006 and 2008-2009,

- The performance of All Students increased by approximately 2 percentage points.
- The American Indian student performance decreased by over 2 percentage points.
- The LEP performance increased by over 7 percentage points.
- The gap between the All Students' performance and that of the IEP student group increased to 34 percentage points by 2008-2009.

Middle Level

Grade 8 students' performance in writing statewide is represented in Figures 16 and 17 for 2005-2006 through 2008-2009. Figure 16 reports the achievement trends for all students and five ethnicity subgroups by year. Figure 17 reports the achievement trends for all students and four special population subgroups by year.

Between 2005-2006 and 2008-2009,

- The performance of All Students decreased by over 6 percentage points.
- All ethnic groups decreased in performance.
- All special populations decreased in performance.

High School Performance

Grade 11 students' performance in writing statewide is represented in Figures 18 and 19 for 2005-2006 through 2008-2009. Figure 18 reports the achievement trends for all students and five ethnicity subgroups by year. Figure 19 reports the achievement trends for all students and four special population subgroups by year.

Between 2005-2006 and 2008-2009,

- The performance of All Students decreased by over 3 percentage points.
- All ethnic groups decreased in performance.
- All special populations decreased in performance.

Figure 14

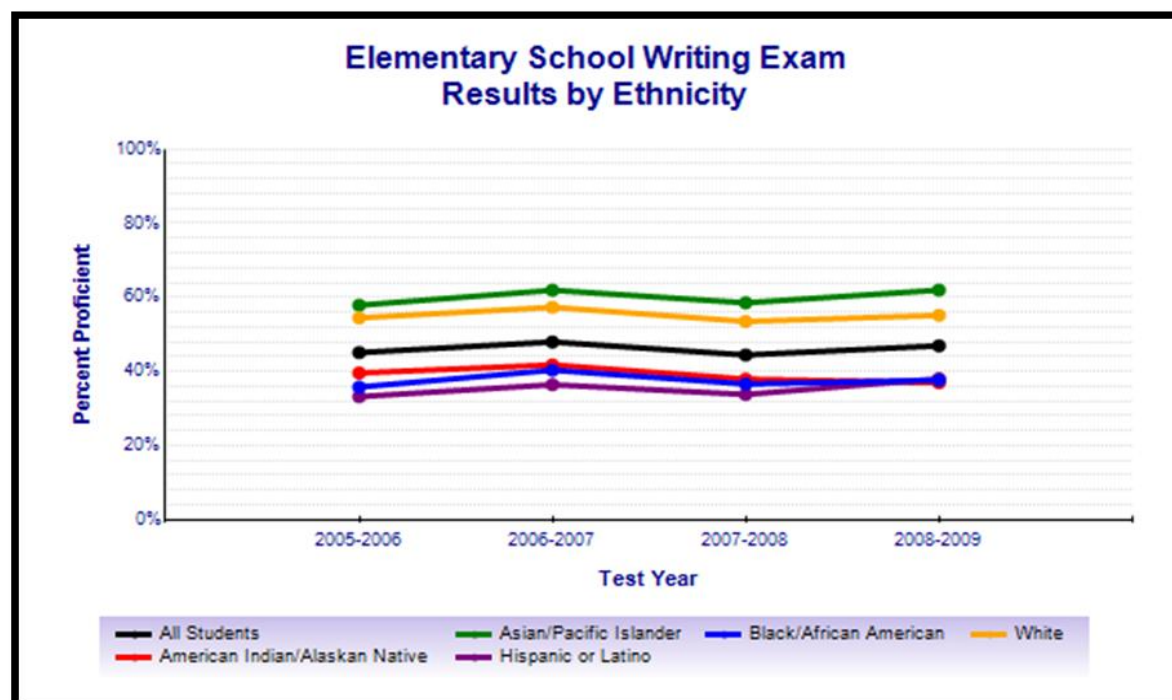


Figure 15

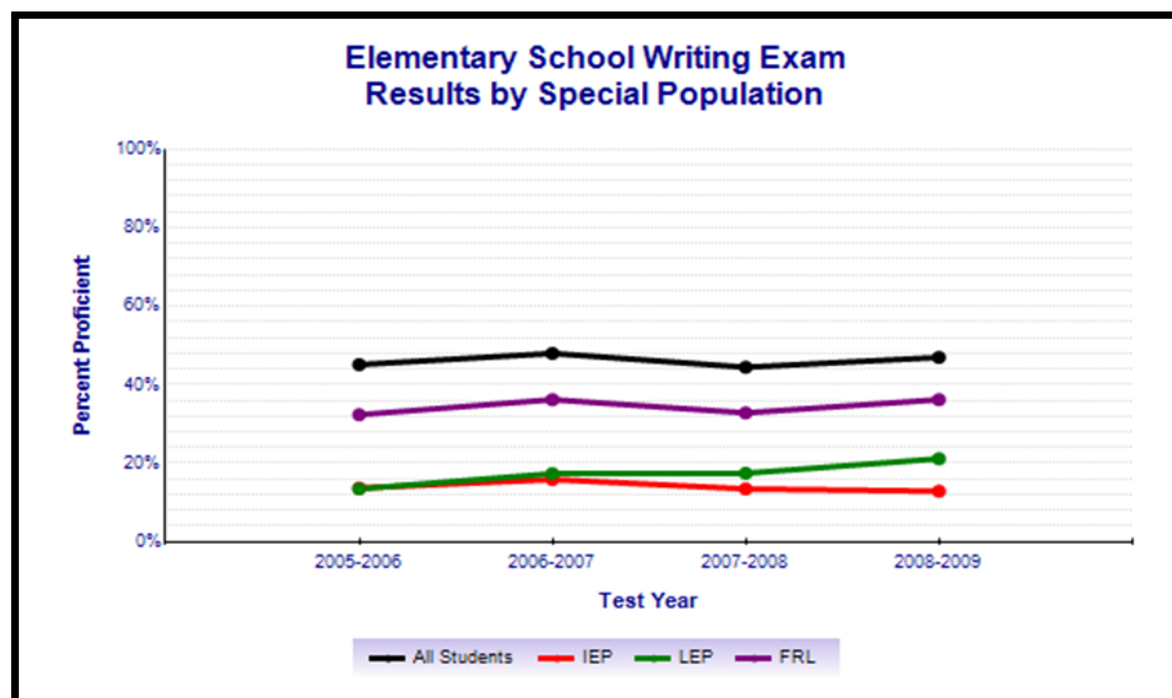


Figure 16

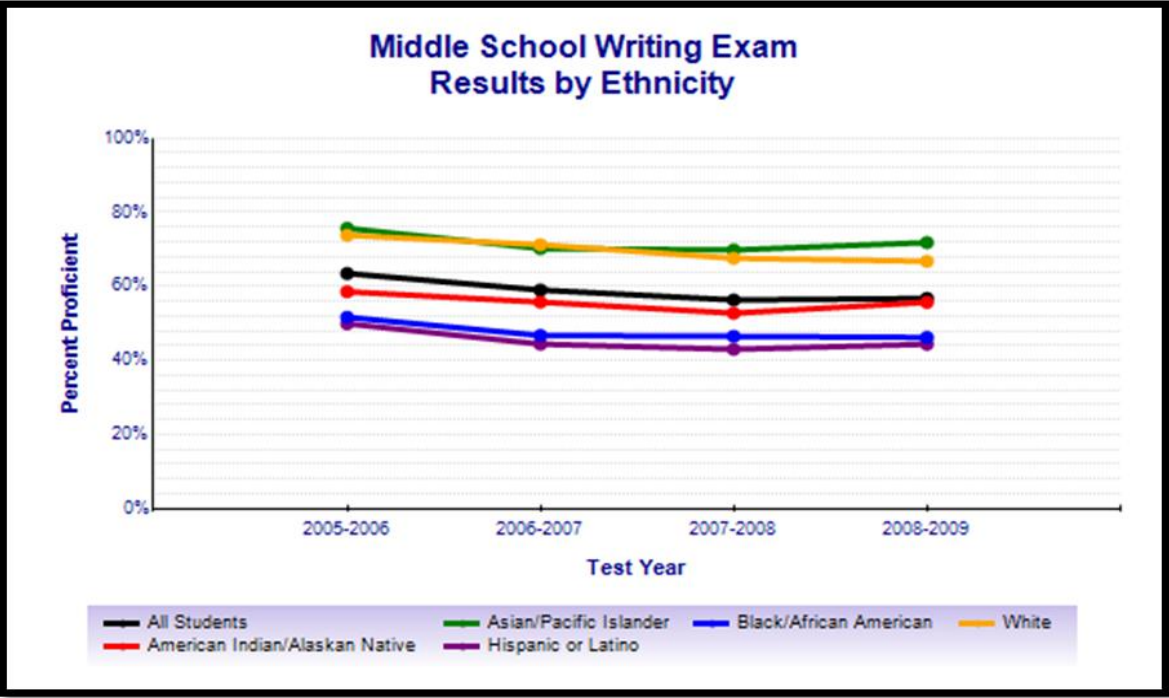


Figure 17

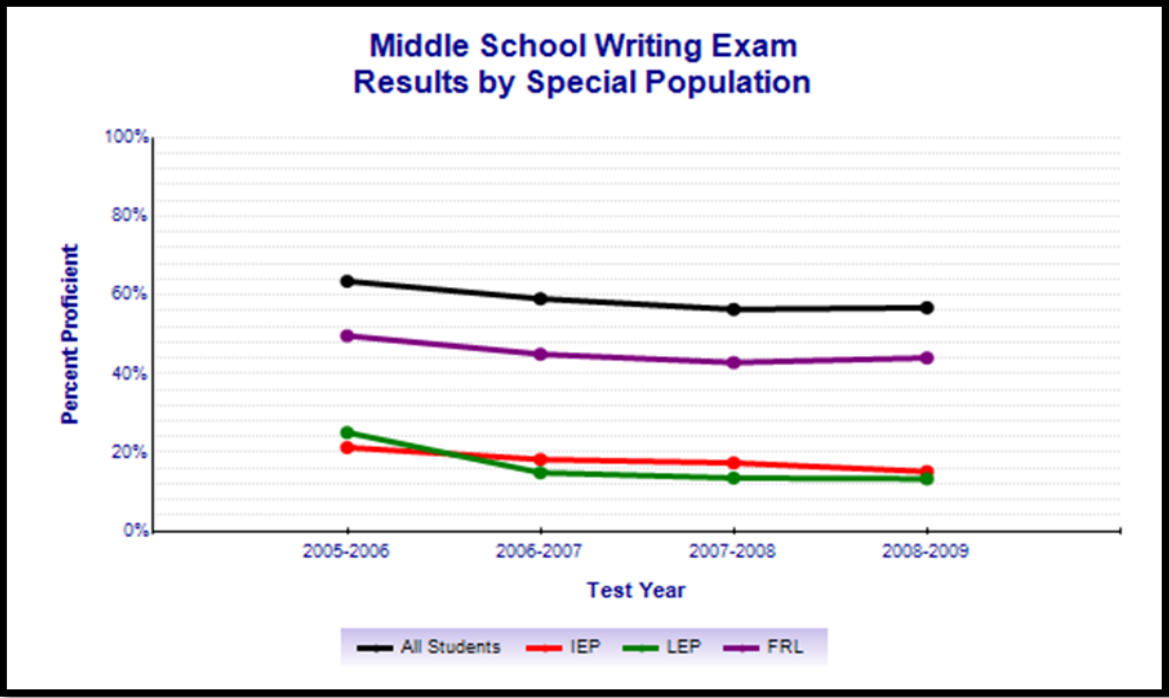


Figure 18

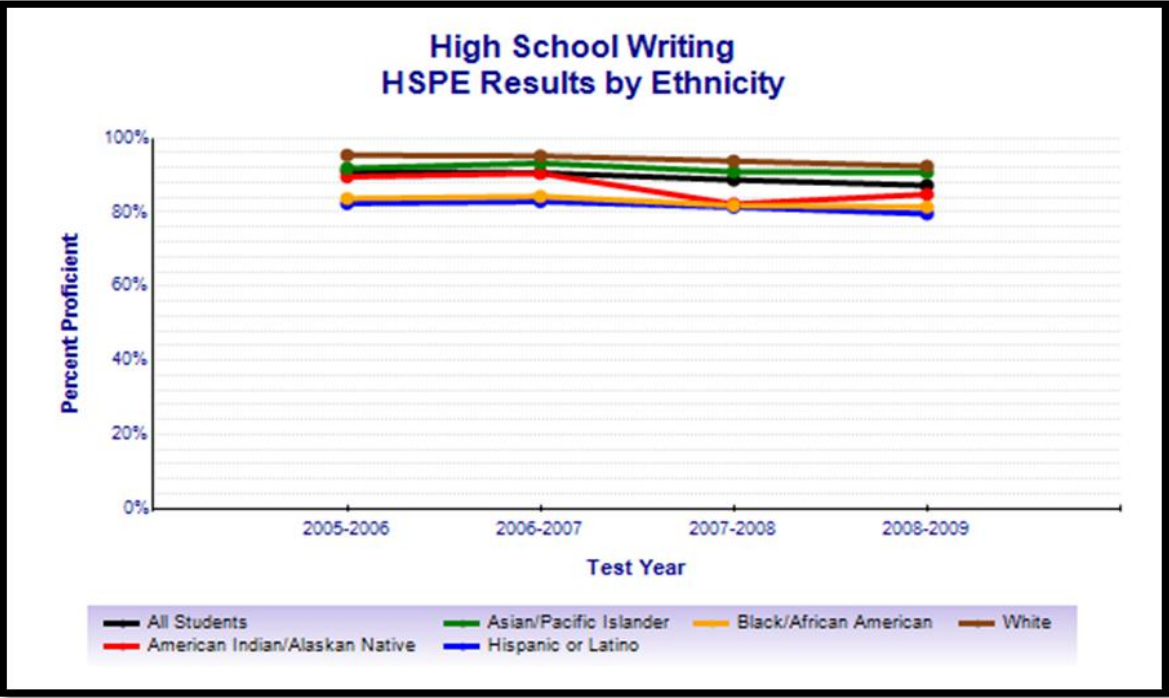
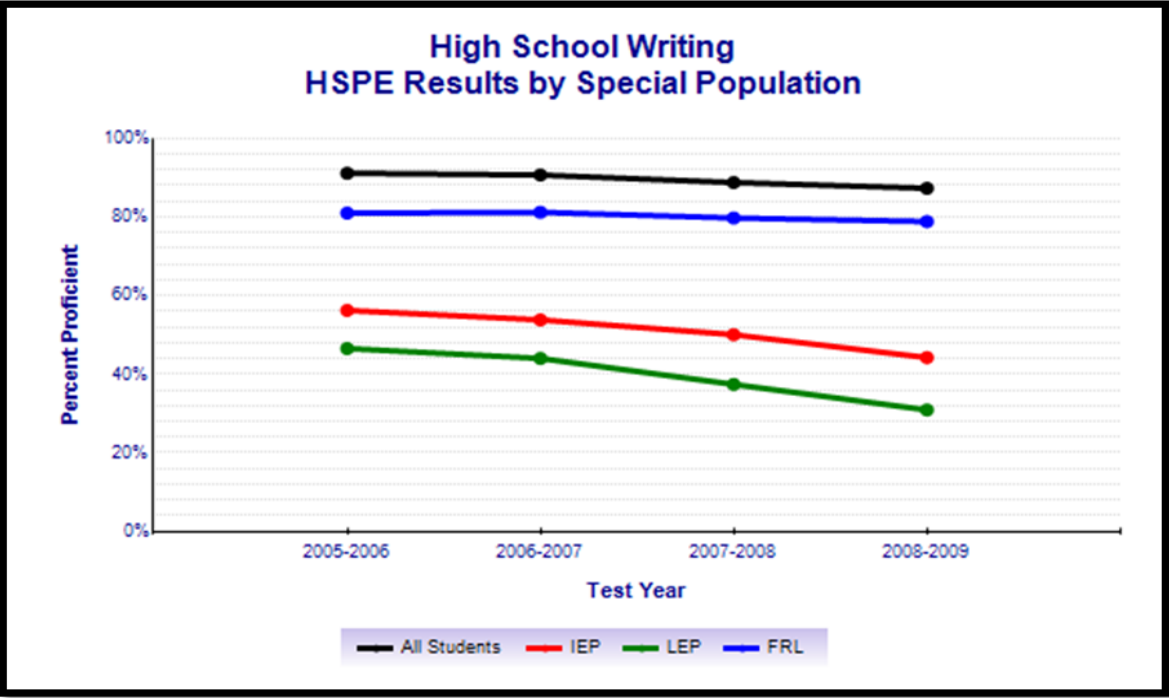


Figure 19



Implications for Achievement in Writing

Analysis of the student performance in writing shows mixed results. From 2005-2006 to 2008-2009, student performance in writing showed a slight positive trend for elementary (grade 5). Over these four years, middle (grade 8) and high school (grade 11) showed a slightly negative trend. In some cases, the achievement gap has been reduced.

Reduction of the achievement gaps, while continuing to increase overall student performance, requires the sub populations to exceed the targeted percentage points. This “performance plus” expectation is the underpinning of all the measurable achievement objectives in the STIP. The measurable objective below has been set to measure the progress of student proficiency in writing.

Measurable Objective in Writing: Increase academic proficiency in writing. In addition, make substantive reductions in the achievement gaps.

Key Indicator: Achievement in Science

Student achievement in science is measured by the Nevada Proficiency Examination Program assessments. The CRTs in science are administered to students in grades 5 and 8 each spring, and the HSPEs are administered to students in high school. The HSPE is first administered to students at grade 10, and students have multiple opportunities to pass the HSPE.

Preliminary Results in Science

Starting in 2007-2008, science was included in the state’s assessment program operationally and will be included in the high school graduation requirements for the graduating class of 2009-2010. When more than two years of operational results are available, student performance in science will be reported in the STIP. Data for the analyses presented will come from the NDE’s longitudinal student information system, SAIN. These data reflect the best efforts of state, district, and local educators to track the performance of students over time.

National Assessment of Educational Progress

An additional measure for achievement in mathematics, reading, writing, and science is the National Assessment of Educational Progress (NAEP), also referred to as the Nations Report Card. NAEP is a nationally representative assessment of student performance. Results on NAEP are reported as both an average scale score, and at four different achievement levels: Below Basic, At or Above Basic, At or Above Proficient, and Advanced.

Nevada was one of only eight states that showed a significant improvement in 4th grade performance and one of only 16 states that showed a significant improvement in 8th grade performance. Furthermore, Nevada was one of four states that showed significant improvement in both grade levels. Nevada’s 4th grade average scale score in 2009 (235) was significantly higher than any year since 1996, as was the 8th grade average scale score

of 274. Major gains were made in the traditionally lower-performing groups. Fourth grade students at the 10th, 25th, and 50th percentiles showed significant gains compared to 2007, indicating a dramatic improvement of scores at the lower end of the scale. This coincided with a significant reduction in the percentage of students scoring in the Below Basic range (21%) and a significant increase in the number of students performing At or Above Basic (79%) as compared to 2007 and all years prior to 2007.

Particularly strong gains were seen in the 4th grade LEP student group. The average scale score in 2009 (220) was dramatically higher than in 2007 (209), while the percentage of students Below Basic dropped from 55% to 39%. Significant gains were seen from 2007 to 2009 in the percentage of 4th grade students At or Above Basic (from 45% to 61%) and At or Above Proficient (from 7% to 12%).

Strong gains were also seen in 4th grade students qualifying for free or reduced lunch under the National School Lunch Program (NSLP), an indicator of students living near or at the poverty level. The average scale score for students qualifying for aid under NSLP rose to 226, significantly greater than in any previous year. Similarly, the percentage of these students scoring Below Basic dropped to 31%, significantly lower than in any previous year. The percentage of students scoring At or Above Basic grew to 69%, significantly greater than any previous year. Such gains were not seen at the National level, implicating the efficacy of Nevada's extensive district- and state-level outreach efforts to these populations.

Dramatic progress was seen in 4th grade students identified as Hispanic. The average scale score of 227 was significantly higher than any previous year, as was the 70% of students performing At or Above Basic. There was a significant corresponding decrease to 30% in the proportion of students performing Below Basic. This was lower than any previous year.

Gains were also seen in 8th grade students who participated in the assessment. Although not as high as the average national performance, the Nevada average scale score of 274 was significantly higher than in any previous year. While 38 states ranked higher than Nevada in the percentage of 8th grade students At or Above Basic, this was an increase from Nevada's standing in 2007 when 43 states ranked higher. The 8th grade results showed significant increases in performance in multiple groups. The average scale scores of the Hispanic and White populations rose from 257 to 262 and 282 to 287 respectively, between the years 2007 and 2009. There was no significant change in any of the other race/ethnic groups. In addition, the average scale score of 8th graders who qualified for NSLP aid was 263, significantly greater than in any previous year.

Additional information regarding NAEP and Nevada's results can be obtained by contacting the NDE or can be found at <http://naep.doe.nv.gov>.

Adequate Yearly Progress (AYP)

An additional measure for achievement is the calculation of AYP. The school as a whole receives an AYP designation of overall performance based on achievement and participation in English language arts (reading and writing) and math assessments, and on a third indicator (average daily attendance or graduation rate). The AYP analysis provides similar data about

the performance of the major ethnic groups and the special populations. Lack of success of any one student group in hitting the annual measurable objective (AMO) or other indicator may result in the school not making AYP for the year. Table 3 shows the AMOs for each school year.

Table 3. Annual Measurable Objectives for AYP

School year	Elementary School		Middle School		High School	
	ELA	Math	ELA	Math	ELA	Math
2006-07	39.6%	43.3%	39.6%	43.3%	77.9%	52.3%
2007-08, 2008-09	51.7%	54.6%	51.7%	54.6%	82.3%	61.8%
2009-10, 2010-11	63.8%	65.9%	63.8%	65.9%	86.7%	71.3%
2011-12	75.9%	77.2%	75.9%	77.2%	91.1%	80.8%
2012-13	88%	88.5%	88%	88.5%	95.5%	90.3%
2013-14	100%	100%	100%	100%	100%	100%

For 2009, 395 schools or approximately 60% of Nevada's 668 schools met the requirement to make AYP, a slight decrease from 62% last year. Among those schools, 52 schools demonstrated performance significantly above the expected levels of achievement. These schools have exceeded State expectations for overall performance (status) and/or have significantly reduced the percentage of non-proficient students (growth). The NDE honors these outstanding schools as High Achieving or Exemplary.

Overall, results among elementary schools positively reflect long-term State and district improvement efforts; the Nevada Legislature, the Nevada Department of Education, and Nevada school districts' continuing commitment to providing support for schools in meeting the goals of NCLB. Of the 384 elementary schools, 64% made AYP compared to 57% in 2008.

A decline in achievement results for Nevada's middle and high schools underscores the need to continue the focus on preparing secondary school students for success as workers and citizens in an increasingly competitive global economy. The 2007 and the recent 2009 Legislature, as well as the State Board through the State Improvement Plan, have supported efforts to improve student achievement in middle and high schools.

Special Education Performance Indicators

An additional measure for progress of the IEP student population is a set of twenty special education indicators that are evaluated annually. Several of these indicators focus on performance while the remaining indicators focus on special education compliance, in accordance with the Individuals with Disabilities Education Act (IDEA). The special education indicators regarding student academic achievement are listed in Table 4.

In 2007-2008, Nevada made 10 out of these 14 academic achievement targets (71%) for improved performance on statewide assessments. During the previous year, 9 out of 14 targets (64%) were achieved, and during the year before that, 38% of the targets were achieved. These data suggest that the improvement initiatives which have been implemented

during the last two years are contributing to the improved academic performance. In many areas, such as the development and implementation of general education intervention systems, school districts have begun their work, but much needs to be done before these systems are implemented with fidelity throughout all schools in each district. These data suggest that Nevada is on the right track.

Table 4. Special Education Performance Indicators – Academic Achievement

Special Ed Performance Indicator	Target	Outcome
Indicator #3-C Math Proficiency Rates (performance on CRTs with & without accommodations plus performance on alternate assessment)	3 rd (36%) 4 th (33%) 5 th (28%) 6 th (26%) 7 th (17%) 8 th (20%) 10 th (17%)	3 rd (36.9%) 4 th (40.2%) 5 th (30.6%) 6 th (27%) 7 th (21.9%) 8 th (19.1%) 10 th (16.1%)
Indicator #3-C Reading Proficiency Rates (performance on CRTs with & without accommodations plus performance on alternate assessment)	3 rd (28%) 4 th (28%) 5 th (23%) 6 th (22%) 7 th (19%) 8 th (20.5%) 10 th (28%)	3 rd (30.9%) 4 th (28.1%) 5 th (19%) 6 th (23.7%) 7 th (24.2%) 8 th (19.2%) 10 th (26.4%)

English Language Proficiency Achievement Objectives

The progress of the LEP student population is assessed by an additional measure, the Annual Measurable Achievement Objectives. An English language proficiency assessment (ELPA) was established for the state that measures listening, speaking, reading, writing, and comprehension in English. The 2008-2009 school year was the fourth year of Nevada's NCLB-compliant ELPA. Of the State's 17 school districts, ten are Title III districts (receiving federal Title III funds). Of these eight Title III districts, seven achieved the state's revised AMAOs.

Career and Technical Education Program Results

The NDE conducts data analyses on the Career and Technical Education programs across the state. The performance of students participating in these programs is reviewed by ethnicity and by special populations (IEP, LEP, and FRL). The graphs of the CTE student performance are available in Attachment Three; key points of from the CTE performance graphs are listed below.

Between 2005-2006 and 2008-2009,

- The performance of the CTE Students group increased on the HSPE in math and reading.
- The performance of the CTE Students group decreased on the HSPE in writing from 2005-2006 to 2007-2008, with an increase in 2008-2009.

- The American Indian and African American CTE student groups performed below the overall CTE Students group average in both math and reading.
- In writing, the American Indian and White CTE student groups performed below the overall CTE Students group average.
- The LEP student group in CTE performed lower than all other CTE student groups in math and writing.

Achievement Results from Other Sources

In the *State Test Score Trends through 2007-2008* state profile, the Center on Educational Policy (CEP) reported that the percentage of students scoring at the proficient level and above in reading increased at fourth grade (the elementary grade analyzed) and at eighth grade (the middle school grade analyzed). At the high school level, however, the percentage proficient in reading dropped slightly. In math, there was a gain at the elementary grade, a slight gain at the middle school grade, and a decrease at the high school.

Key Indicator: Developmental Readiness

There are no state-wide measures to assess the progress of math and reading in the Pre-K through second grade at this time. The state CRT assessments start at the third grade. School districts administer a variety of local measures to assess school readiness and early grade progress.

Implications for Developmental Readiness

As confirmed in the research reference in the previous section, the strongest predictors of achievement in later grades are entry skills in core academics and attention skills (measured as a Social/Emotional skill). Access to programs that support the early school years is critical in ensuring that students are receiving the foundational skills needed to succeed in later grades.

Key Indicator: Student Attendance Rates

The student attendance rates are measured by the attendance data reported by the school districts in their annual accountability reports. The student attendance rates in Nevada have consistently been above the NCLB requirement (90%). Over the last four years, there was variation of less than two percentage points in student attendance rates by ethnicity and by special populations.

Implications for Student Attendance Rates

The state averages for attendance rates have been consistently high. Further analysis could occur by levels (elementary, middle, and high) to determine if variations exist. It would also be beneficial to analyze a sample of individual schools to determine if the school level rates

are consistent with the state averages. Attendance is a key indicator of success and warrants further study.

The systems and practices that have contributed to the increases in achievement need to be sustained, and promising practices put in place to further progress. The key indicators and ADAPT components that follow focus on the practices that lead to student success.

ADAPT: PROFESSIONAL DEVELOPMENT

The Professional Development component was targeted in the *2008 STIP Action Plan* to ensure that professional development systems directly impact student achievement. The goal of the Professional Development component of the ADAPT framework is:

To implement effective statewide professional development activities and educator pre-service preparation focused on data-driven needs and proven practices that will improve the learning of students as identified in school, district and state improvement plans.

Progress has been made in expanding effective instructional designs that are meeting the needs of student learners. Progress has also been made in providing more CTE opportunities. The NDE has collaborated with education and business partners throughout the state to expand the instructional designs that have shown success in increasing student achievement.

Nevada Progress to Date

The key indicator of success, Quality Educators, aligns to the Professional Development component of the ADAPT framework. At this time, this key indicator is measured by two factors: teachers meeting the NCLB “highly qualified” (HQ) teacher requirements and the equity in distribution of “HQ” and “experienced” teachers (defined in Nevada as those with three years or more of teaching experience).

Key Indicator: Quality Educators

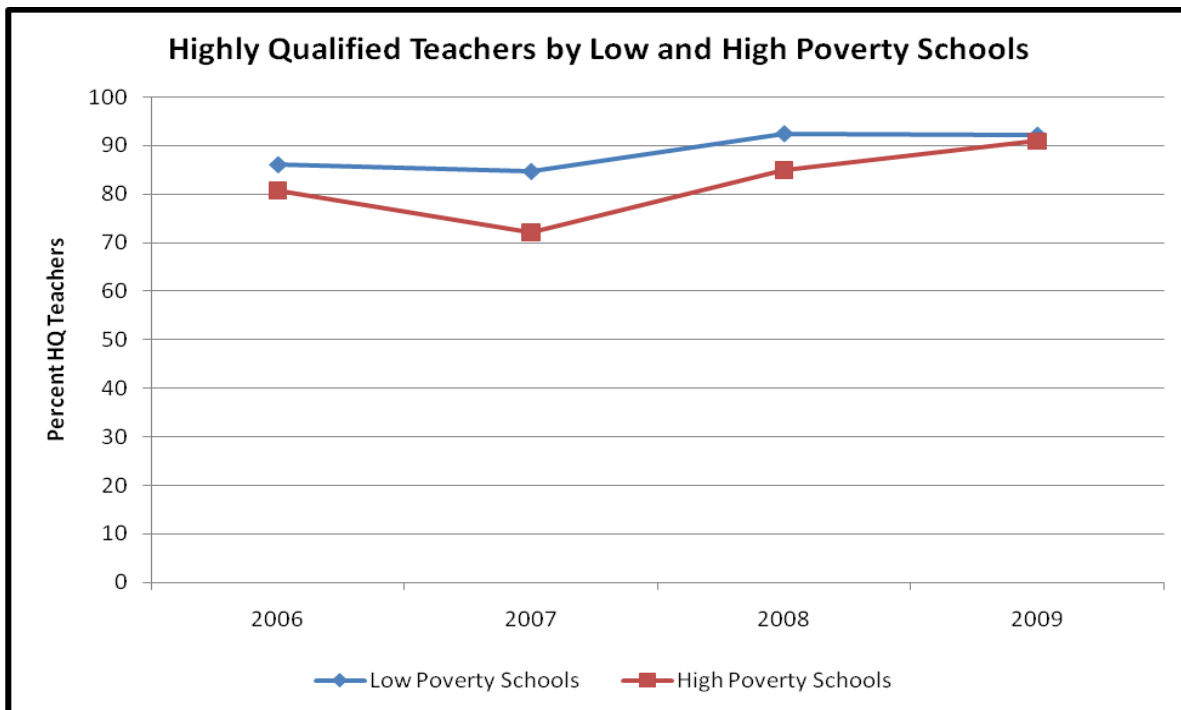
The primary data source for measuring the status of quality educators is the percent of teachers in the state meeting the “HQ” requirements. The requirements for meeting HQ teacher status are as follows: (a) holds a bachelor’s degree; (b) either has obtained “full state certification” to teach in Nevada, holds a license to teach in Nevada through alternative routes to licensure, or meets the requirement set forth in the public charter school law; (c) has demonstrated subject matter competency.

The HQ teacher analysis also addresses the issue of the equitable distribution of HQ teachers by analyzing the percent teaching at low and high poverty schools. Figure 20 compares the percent of teachers at low poverty schools and high poverty schools that are HQ teachers.

Key points from Figure 20 include:

- The State, Clark County School District, and Washoe County School District have increased the percent of HQ teachers in both low and high poverty schools.
- In both low and high poverty schools in Washoe County School District, 98% of the teachers are highly qualified.
- For the All Other Districts group, the percent of HQ teachers has decreased in high poverty schools.

Figure 20



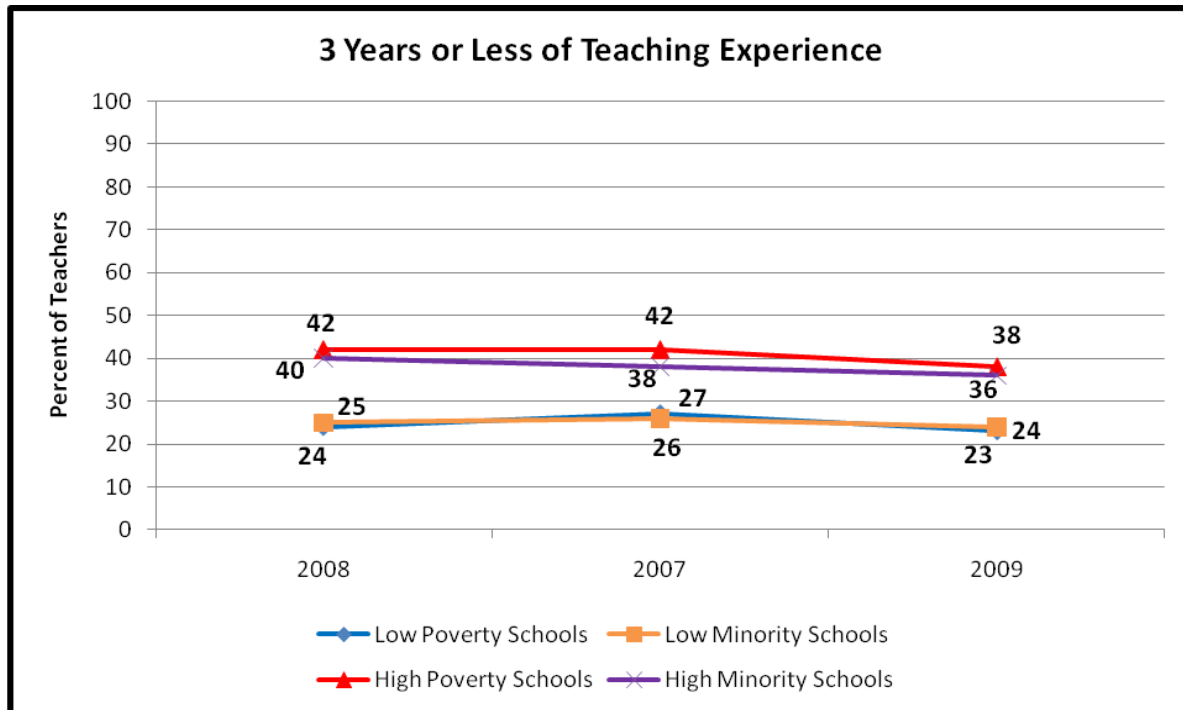
The equitable distribution of teachers can also be analyzed by teaching experience at Nevada schools. Figure 21 shows a two year comparison of teachers with three years or less of teaching experience. The first comparison is between the percent of teachers with 3 years or less at low poverty and high poverty schools. The second comparison is between the percent of teachers with 3 years or less at low minority and high minority schools.

Key points from Figure 21 include:

- The high poverty and high minority schools have more teachers that have three or less years of teaching experience.
- The high poverty schools have the highest percent of teachers with three years or less of teaching experience.

- The percent of teachers with three years or less of teaching experience has decreased at all schools.

Figure 21



Implications for Quality Educators

There are a number of ways to measure the quality of educators. At this time, data at the statewide level is available around two qualifiers, highly qualified teacher status and years of teaching experience. It warrants further study to expand this key indicator of success to incorporate additional relevant statewide progress measures.

Progress has been made in increasing the percent of HQ teachers at both low and high poverty schools in many of the school districts. In spite of this progress, the need for equitable distribution of quality educators is evident. The high poverty and high minority schools have a greater percentage of teachers with less experience, where the greatest need for experienced teachers may exist. A measurable objective has been set to measure the progress of equitable distribution.

Measurable Objective for Highly Qualified educators: Increase the percent of teachers who meet “highly qualified” requirements at high poverty and high minority schools by two percentage points to reduce the gap in equitable distribution of “highly qualified” educators.

Measurable Objective for Teaching Experience: Increase the percent of teachers who have three years or more of teaching experience at high poverty and high minority schools by two percentage points to reduce the gap in equitable distribution of experienced educators.

The next component of the ADAPT framework incorporates the four components of Alignment, Data, Achievement, and Professional Development into a targeted plan for secondary improvement. The measurable targets of the Data, Achievement, and Professional development components apply to the Target on Secondary Education component as well.

ADAPT: TARGET ON SECONDARY EDUCATION

The Target component of the ADAPT framework addresses a persistent concern identified in the state data, the need for reform in secondary education. *STARS: Nevada's Blueprint for Secondary School Improvement* (STARS Blueprint) was created to build a network of Nevada secondary schools that focus on successful practices and high expectations. The *2009 STARS Blueprint* is a "secondary education improvement plan" within the larger state improvement plan, using the ADAPT framework as its structure. The goal of the Target on Secondary Education component is:

- To improve student achievement in middle schools and high schools through the implementation of a statewide initiative that focuses on secondary education, including strategies to improve academic achievement, increase graduation rates, decrease dropout rates, improve distribution of information to the public, and increase post-secondary program enrollment and success rates.

The *2009 STARS Blueprint* targets the key indicators of success specific to secondary education. The progress of the *2009 STARS Blueprint* strategies will be analyzed and the key indicators of success will be evaluated relative to the secondary reform efforts. The *2009 STIP* action plan will be examined to ensure alignment of the *2010 STARS Blueprint* to the current STIP.

Nevada Progress to Date

The *2009 STARS Blueprint* reports on five key indicators of success that align to the Target on Secondary Education component of the ADAPT framework. Three of the key indicators focus on successful completion of high school. One key indicator targets the transition into high school. The final key indicator addresses the issue of success beyond high school.

Key Indicator: Dropout Rates

The measure used to determine the dropout rates defines "dropout" as a student who did not appear as enrolled by October 1 of a given school year who was enrolled in a school or program in the previous year and who has not completed a high school program. The dropout rate is the percent of students who drop out of school during the previous school

year. This percentage uses the total number of dropout and non-return students divided by the total number of students enrolled and non-return students.

The figures that follow show the dropout rates by ethnicity (at this time, dropout rates are not reported by special populations). The most current year of dropout data is the 2007-2008 school year.

Key points of dropout rates from Figures 22 and 23 include:

- The dropout rates decreased for all student groups and all grade levels, except for the American Indian student group and twelfth grade.
- The twelfth grade has had the highest dropout rate for all four years.
- With respect to ethnicity, the Hispanic and African American student groups have had the highest dropout rates for all four years.
- The American Indian student group dropout rate decreased in 2006 and has been increasing each year after.

Figure 22

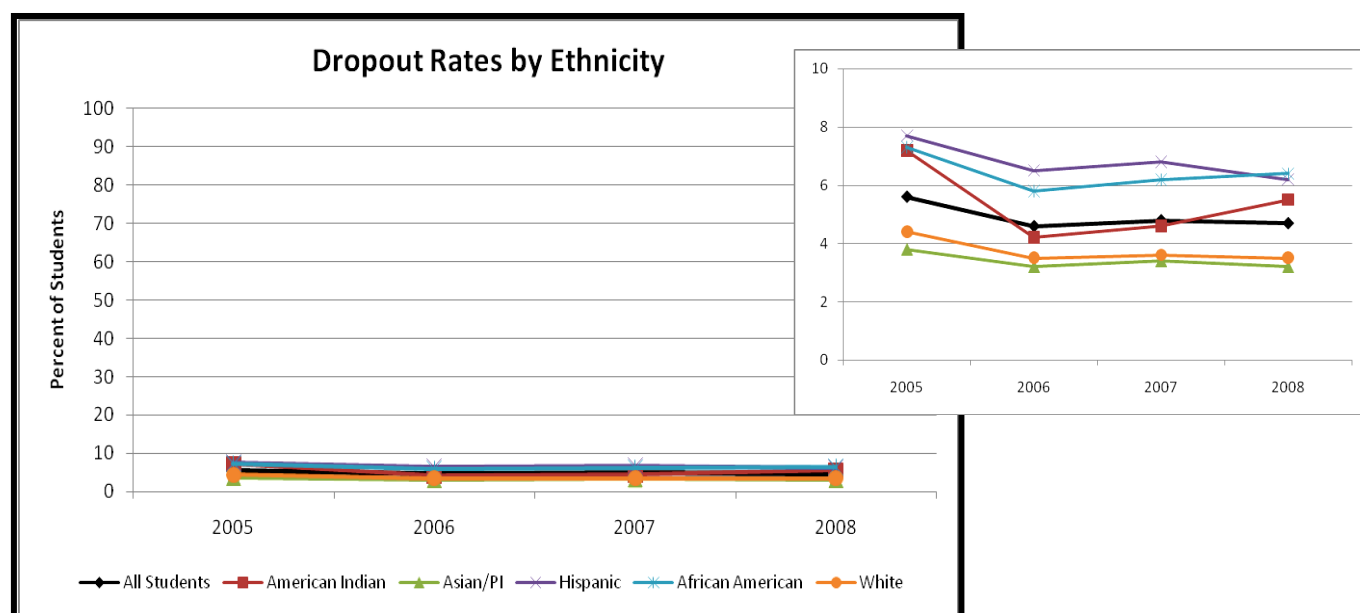
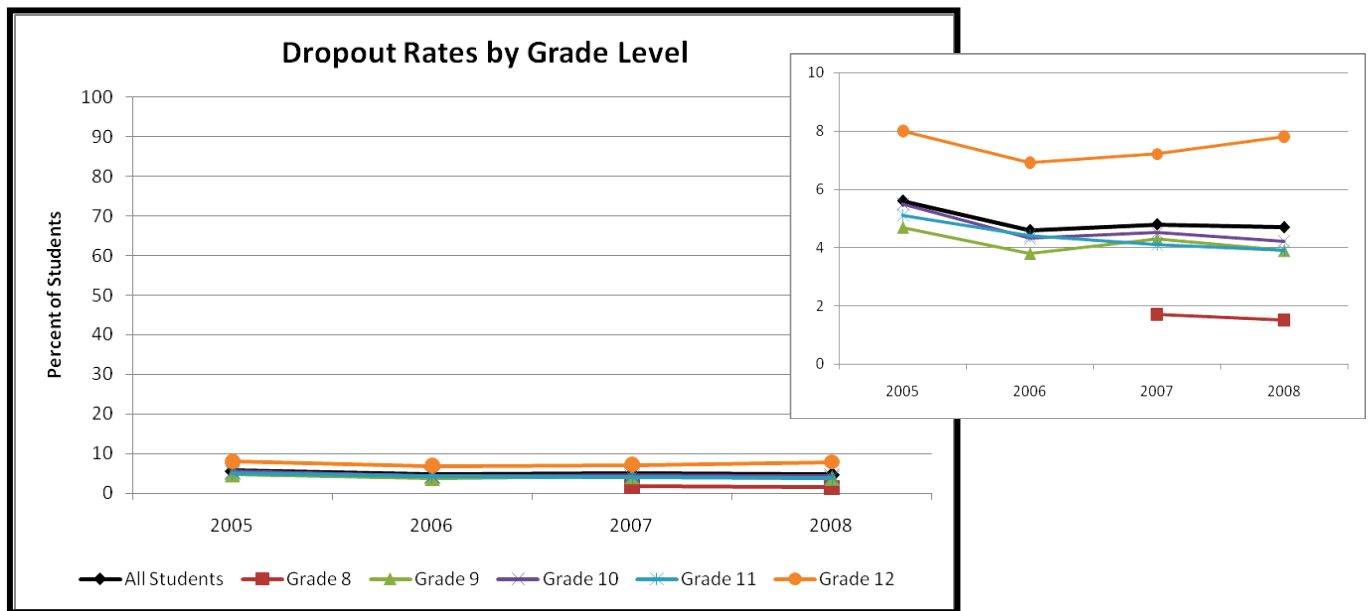


Figure 23



Special Education Performance Indicators

An additional measure for dropout rates relative to the progress of the IEP student population exists in the set of special education indicators described earlier. The special education indicators regarding dropout rates are listed in Table 5.

Table 5. Special Education Performance Indicators – Dropout Rates

Special Ed Performance Indicator	Target	Outcome
Indicator #2 Dropout Rate	7.1% of students with IEPs will drop out of high school	9.2 % of students with IEPs dropped out of high school

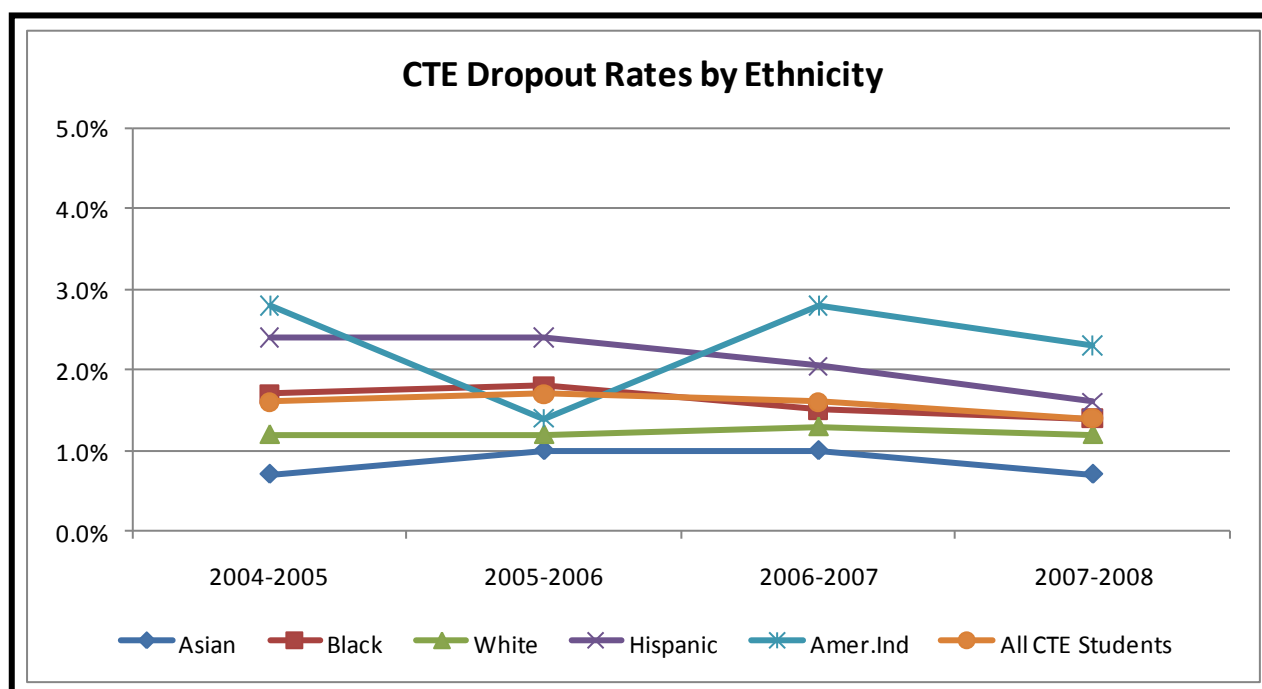
The dropout rate for students with disabilities in high school was 7.4% in the 2003-2004 school year, and 7.2% in the 2004-2005 school year. In the 2005-2006 school year, the dropout rate for students with disabilities in high school was 8.0%, and in 2006-2007 the dropout rate for students with disabilities was 8.7%. In 2007-2008, the dropout rate was 9.2%. The state's established target for FFY 2007 was 7.1%, so Nevada did not reach its target dropout rate for that fiscal year. The HSPE is becoming more difficult to pass, which can result in fewer students with disabilities passing the HSPE from one year to the next. Passing the HSPE is necessary for earning a regular diploma; therefore it is likely that students with disabilities who are frustrated with their performance on the examination may drop out of high school. Nevada remains committed to improving instruction and student performance at the secondary level so that more students with disabilities stay in school.

CTE Student Dropout Rates

CTE students are those students enrolled in CTE courses in grades 9-12 on the official fall count day in each school year. The CTE Student Dropout Rate is calculated using the same method as the state dropout rates. Key points of the CTE dropout rates from Figure 24 include:

- The dropout rates for all CTE students groups are below 3%, whereas in Figure 28 only the overall Asian and White student populations were close to the 3% rate.
- The American Indian and Hispanic CTE student groups had the highest dropout rates of the CTE student groups, yet were quite lower than the overall American Indian and Hispanic student populations in Figure 28.
- The African American/Black CTE student group dropout rate was slightly above 2% while, in Figure 28, the overall African American student population had a dropout rate above 6.4%.

Figure 24



Implications for Dropout Rates

For the most part, Nevada has made progress in decreasing the dropout rates. The decrease has been slight, but steady, over the four years (2005 to 2008). There is still work to be done. The Hispanic and African American student groups have continued to have higher dropout rates than the other student groups. Reduction of the performance gaps, while continuing to increase overall student performance, requires the sub populations to

exceed the performance target. This “performance plus” expectation is the underpinning of all the measurable performance objectives in the STIP. A measurable objective has been set to measure the progress of decreasing the dropout rates.

Measurable Objective: Decrease the gap in dropout rates while decreasing the dropout rate for all student groups.

Key Indicator: Graduation Rates

The measure used for computing the graduation rate in the state is the National Center for Education Statistics’ “leaver rate.” This graduation rate computes the percent of students graduating from high school in a given school year. This percentage uses the total number of diplomas (Standard, Adult, and Advanced diplomas) divided by the total number of completers plus dropouts.

The figures that follow show the graduation rates by ethnicity (at this time, graduation rates are not reported by special populations). Key points of the graduation rates from Figures 25 and 26 include:

- The graduation rates increased for all student groups except the American Indian student group the last four years.
- The American Indian graduation rate has decreased from 2006 to 2008.
- The Asian and Hispanic student groups have had the greatest increase from 2005 to 2008, with a gain of over six percentage points.
- There is a gap over 10 percentage points between the All Students graduation rate and the American Indian, Hispanic, and African American graduation rates.

Figure 25

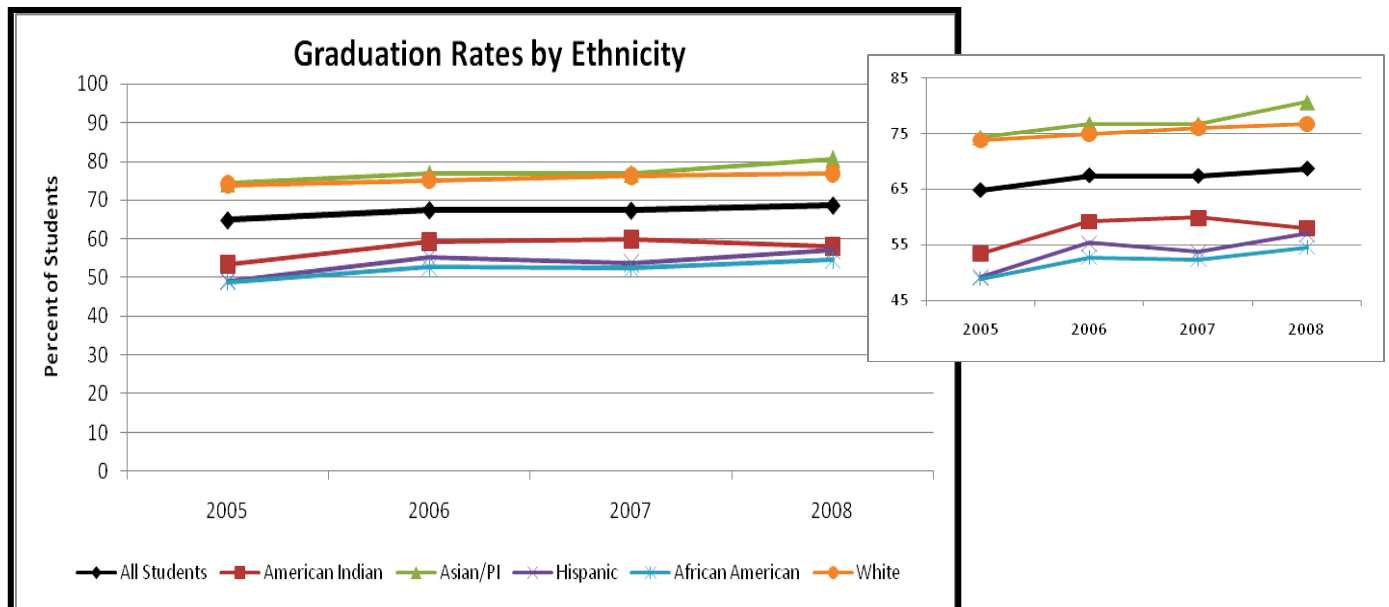
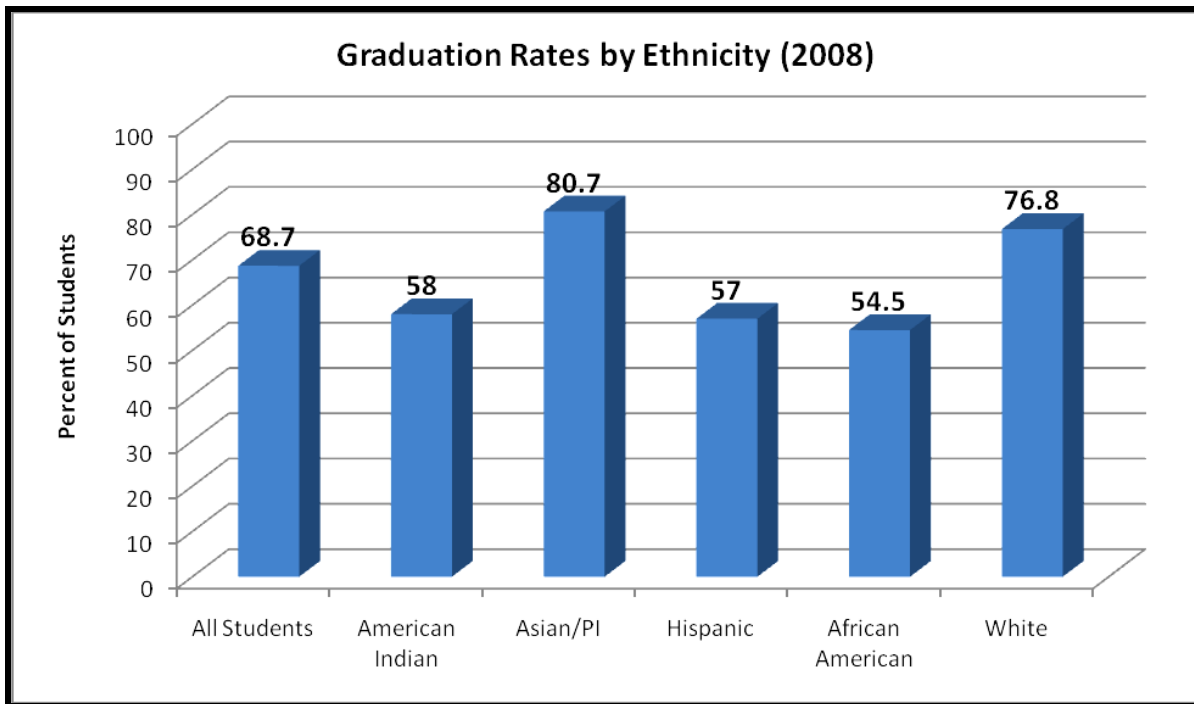


Figure 26

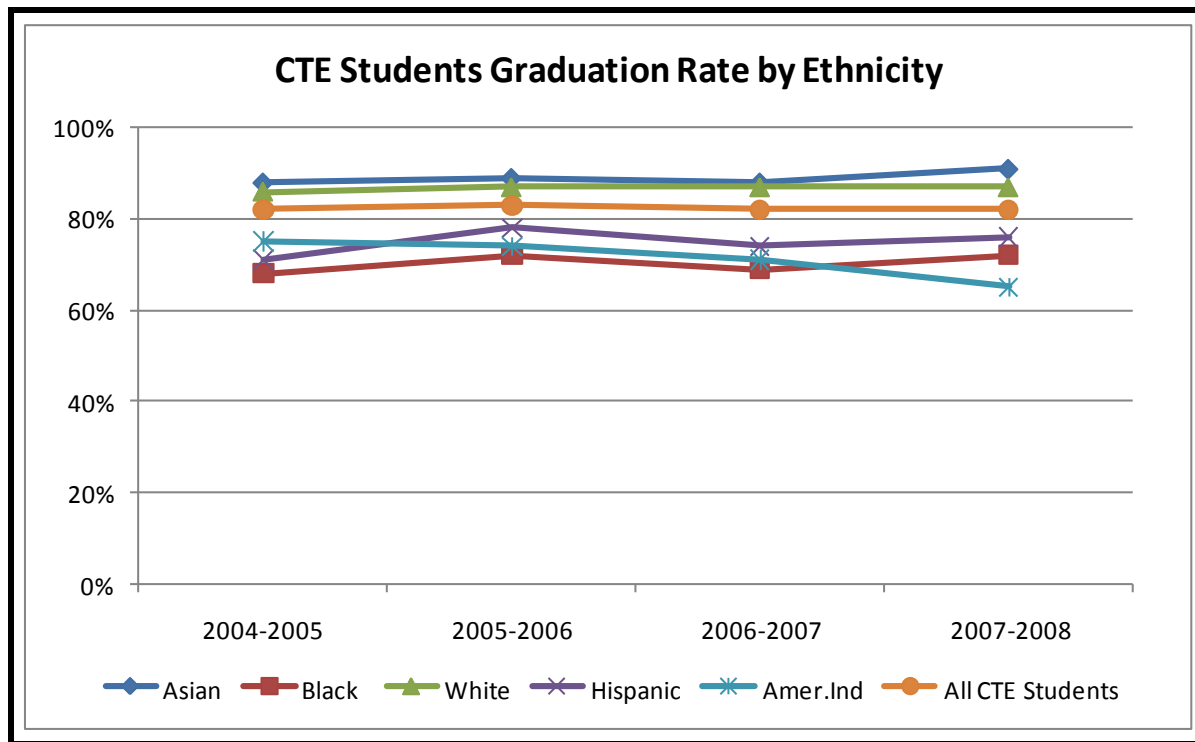


CTE Students Graduation Rates

The CTE graduation rates in Figure 27 are the rates for the classes that were enrolled in CTE courses in the official fall count day for that class. The CTE graduation rate is calculated using the same method as the state graduation rate. Key points of the CTE graduation rates from Figure 27 include:

- The graduation rates for all CTE students groups increased, except the American Indian CTE student population.
- In 2008, the graduation rate for the All CTE Students group is above 80%, whereas the graduation rate for the overall All Students group was 68.7% (see Figure 26). This trend of All CTE Student group outperforming the overall All Students group holds for all four years (see Figure 26).
- The graduation rates of the African American/Black and Hispanic CTE student groups have increased to over 70%, whereas the overall African American/Black and Hispanic student populations performed below 60% (see Figure 26).
- The American Indian CTE student group graduation rate decreased in the past four years to 65%. This student group has the smallest difference from the overall student group graduation rates.

Figure 27



Special Education Performance Indicators

An additional measure for graduation rates relative to the progress of the IEP student population exists in the set of special education indicators described previously. The special education indicators regarding graduation rates are listed in Table 6.

Table 6. Special Education Performance Indicators – Graduation Rates

Special Ed Performance Indicator	Target	Outcome
Indicator #1 Graduation Rate	23% of students with IEPs will graduate with regular diploma	16.3% of students with IEPs graduated with regular diploma

The graduation rate for students with disabilities earning a regular diploma was 19.5% in the 2004-2005 school year, 23.3% in the 2005-2006 school year, and 20.6% in the 2006-2007 school year. In FFY 2007, the graduation rate was 16.3%. The state target established for FFY 2007 was 23%, so Nevada did not reach its target graduation rate. As discussed in the student dropout analysis earlier in this document, one factor which complicates making progress and reaching the target on this indicator is the fact that the HSPE is becoming more difficult with the addition of test items designed to measure high-order thinking skills. Thus, it is becoming more difficult to pass the HSPE, while at the same time the target for passing the HSPE and earning a regular diploma is increasing. Despite these factors which complicate the comparison of actual target data from one year to the next, Nevada remains committed to

improving instruction and student performance at the secondary level so that more students with disabilities earn regular diplomas.

Implications for Graduation Rates

Graduation rates have increased for most student groups. Despite these increases, the gap between the graduation rates of the American Indian, Hispanic and African American student groups and the graduation rates of the All Students group remains greater than 10 percentage points. Combine this with the dropout rates of the American Indian, Hispanic and African American student groups and it is clear that these student populations need support systems in place that will keep them in school and help them to complete high school with a standard or advanced diploma.

Reduction of the performance gaps, while continuing to increase overall student performance, requires the sub populations to exceed the performance target. This “performance plus” expectation is the underpinning of all the measurable performance objectives in the STIP. A measurable objective has been set to measure the progress of increasing the graduation rates.

Measurable Objective: Decrease the gap in graduation rates while increasing the graduation rates for all student groups.

Key Indicator: High School Completion

Graduation rates and dropout rates tell part of the story of high school completion. Another measure used to determine the status of this indicator is the analysis of diplomas and certificates issued. In Nevada, there are two “standard” diplomas: the Standard Diploma, which graduates receive if they have completed all of the credit requirements and passed the Math, Reading, and Writing HSPEs; and the Advanced Diploma. The Certificate of Attendance is given to students who did not pass the HSPEs.

Figure 28 shows the percent of high school completers that fit into each category. Key points of Figure 28 include:

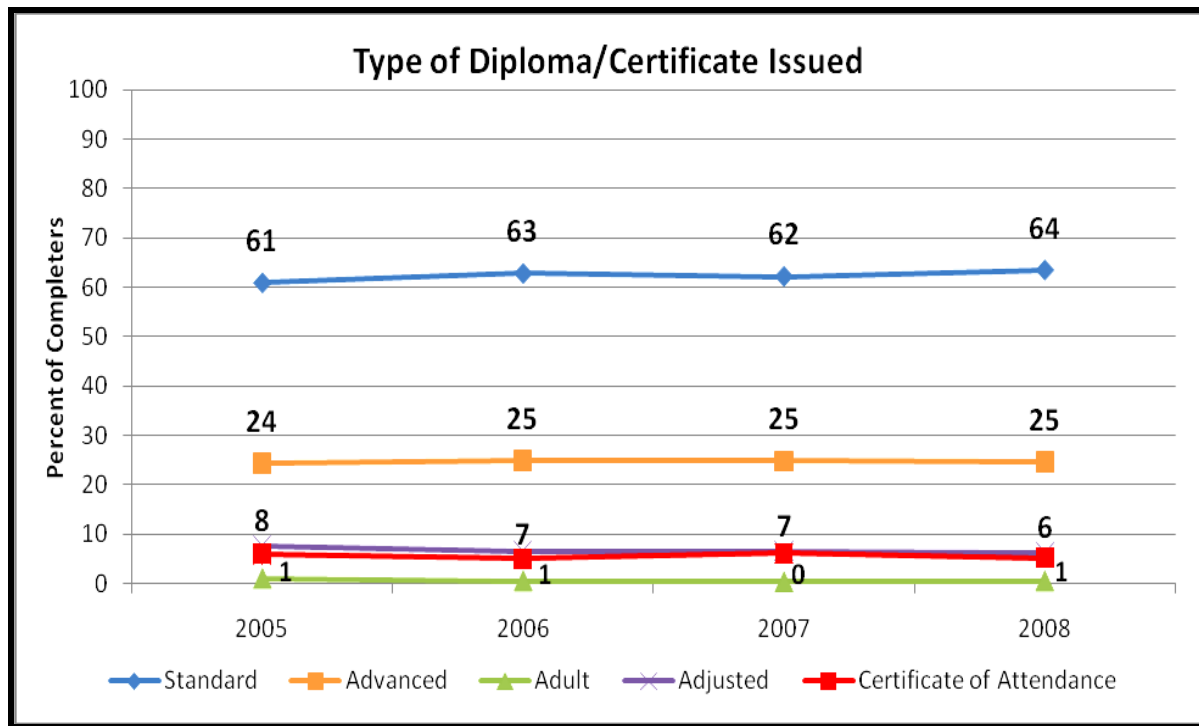
- The majority of the students that completed high school received a Standard Diploma.
- The percent of students that received a Standard or Advanced Diploma increased from 85% in 2005 to 89% in 2008.

Implications for High School Completion

The increase to 89% of Standard and Advanced Diploma recipients indicates a positive trend of high school completion. However, further analysis is needed to determine the disparities among student groups. Completion of high school with a standard or advanced diploma is a strong predictor of a student’s future success. The commitment of the Nevada educational

system is to ensure that all students complete a high school education that prepares them for post secondary college and career readiness.

Figure 28



Key Indicator: Post P-12 Success

Similar to the “Developmental Readiness” key indicator, the “Post P-12 Success” key indicator does not have statewide measures in place. Two data sources that do give some indication of post secondary success (with respect to college readiness) are the Scholastic Aptitude Test (SAT) and the American College Test (ACT).

Scholastic Aptitude Test Results

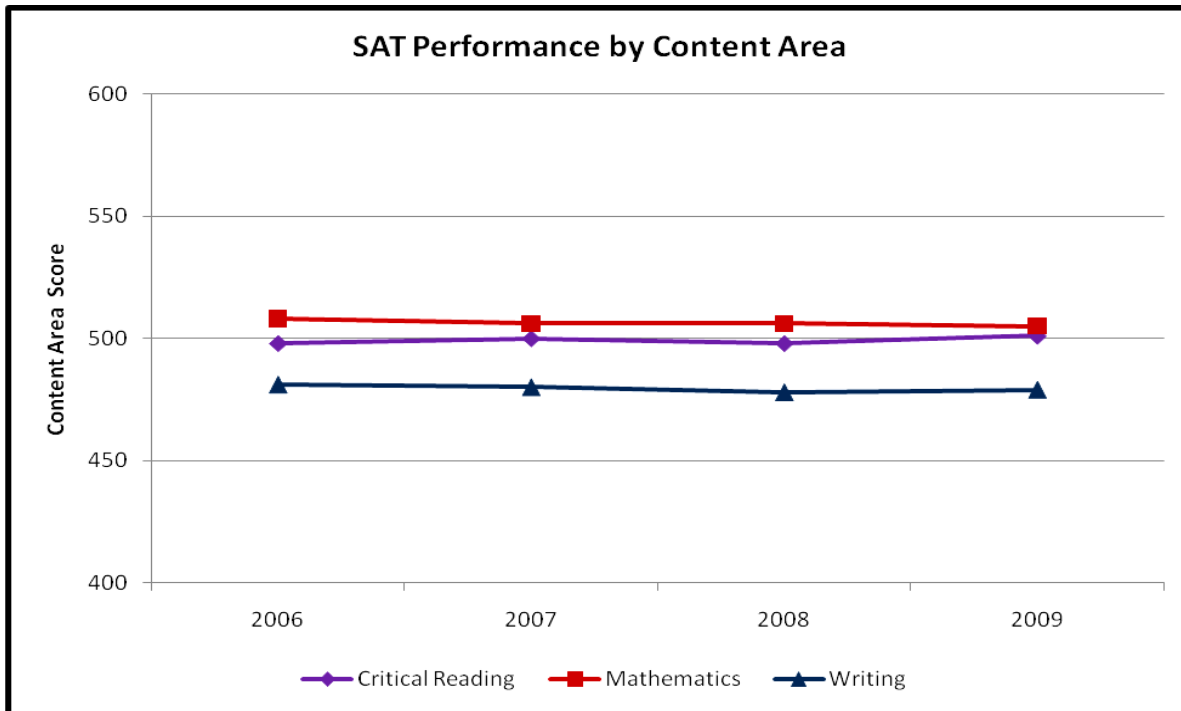
The College Board administers the SAT program to assist high schools and institutions of higher education in assessing college readiness of high school graduates. For the 2008-2009 school year, 8,919 students (33%) took the SAT. Of the ethnic groups, the number of Hispanic test takers had the greatest increase, going from 613 in 2004 to 1,113 in 2009.

The SAT incorporates a 200 to 800 point score scale for each of the assessments: Critical Reading, Mathematics, and Writing. Of the ethnic groups, the White student group had the highest SAT scores, with a 521 in Critical Reading, a 521 in Mathematics, and a 497 in Writing. The Black/African American student group had the lowest SAT scores, with a 444 in Critical Reading, a 435 in Mathematics, and a 426 in Writing. Figure 29 reports the average SAT scores for all Nevada test takers by content area by year.

Between 2005-2006 and 2008-2009,

- The average score on the SAT Critical Reading test increased from 498 to 501.
- The average score on the SAT Mathematics test decreased from 508 to 505.
- The average score on the SAT Writing test decreased from 481 to 479.

Figure 29



American College Test Results

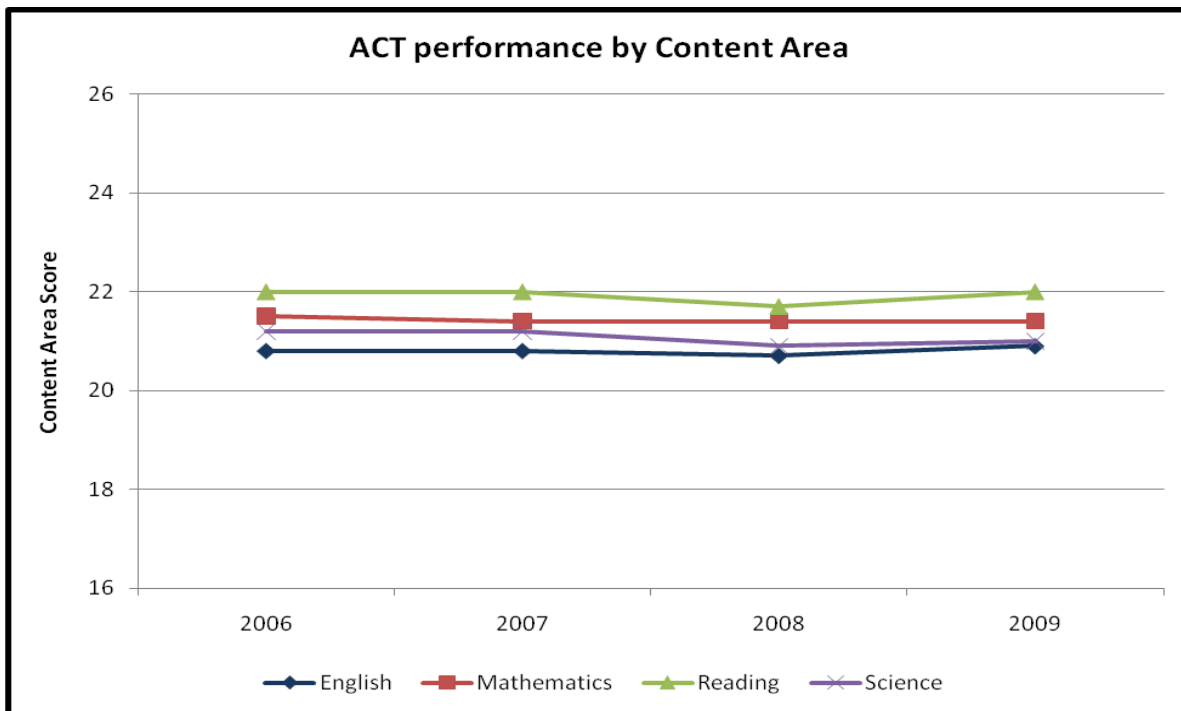
The ACT organization administers the ACT to assist high schools and institutions of higher education assess college readiness of high school graduates. For the 2008-2009 school year, 6,396 students (30%) took the ACT. The student group with the greatest increase in the percent of test takers was the Hispanic population, with an increase from 10% in 2005 to 16% in 2009.

The ACT incorporates a 1 to 36 point scale for each area: English, Mathematics, Reading, Science and Composite. The average Composite score for 2008-2009 was 21.5 (0.4 points above the national average of 21.1). The White student group had the highest Composite score of 22.6 while the Black/African American student group had the lowest Composite score of 17.9. Figure 30 reports the average ACT scores for all test takers by content area by year.

Between 2005-2006 and 2008-2009,

- The average score on the ACT English test increased from 20.8 to 20.9.
- The average score on the ACT Mathematics test increased from 20.8 to 21.
- The average score on the ACT Reading test stayed at 22 points.
- The average score on the ACT Science test decreased from 21.2 to 21.

Figure 30



The Nevada System of Higher Education and the NDE, with the support of WestEd, are convening a conference and workgroup to generate a state definition of college and work readiness. In addition, the Nevada System of Higher Education, ACT, and the newly formed Nevada ACT Council are collaborating to sponsor a statewide conference in 2010 to develop ways to improve college and career readiness for Nevada high school graduates.

Implications for Post P-12 Success

As confirmed in the research reference in the previous section, colleges and the work force are expecting comparable levels of knowledge and skills. A high school experience of rigor, relevancy, and relationships helps maximize a student's potential for professional and personal success. Further study is necessary to explore the implications of a Nevada education on post secondary college and career readiness.

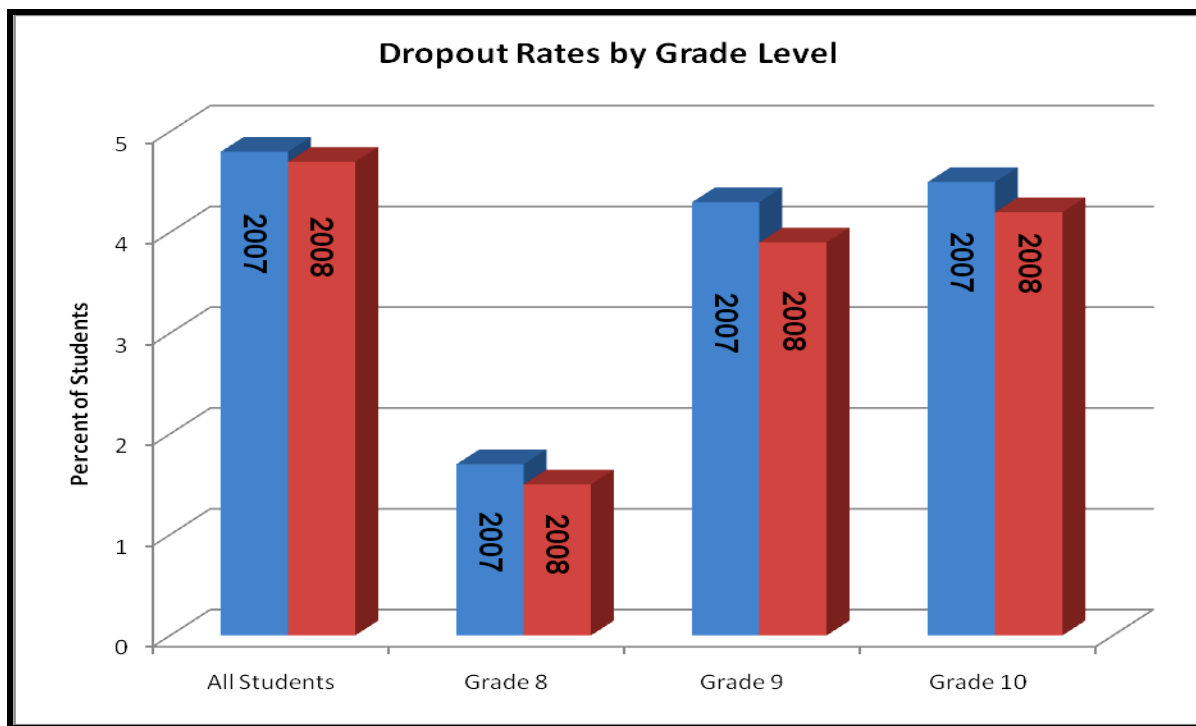
Key Indicator: Transition to High School

At this time, the primary data source at the state level for measuring the status of transitions to high school is the dropout and retention data for eighth graders. The dropout rates for eighth grade are collected with the high school dropout rates, as described on page 40. The dropout rates by grade level are shown in Figure 31.

Key points of Figure 31 include:

- The eighth grade dropout rate, like the ninth and tenth grades, has decreased from 2007 to 2008.
- With a dropout rate of 1.5%, approximately 270 eighth graders dropped out of school and did not continue to high school.

Figure 31

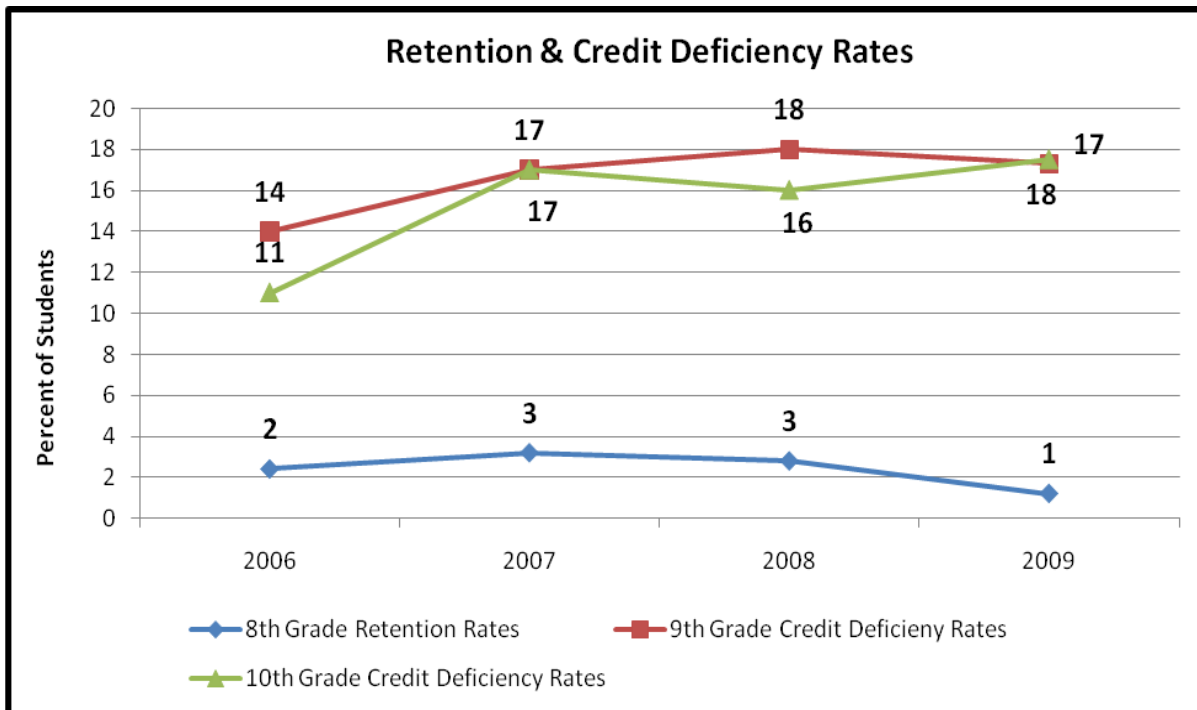


The retention rates and credit deficiency rates are reported by the school districts in their annual accountability reports. The retention rates for eighth grade are shown in Figure 32 to illustrate the percent of students that are not transitioning to high school due to retention. The credit deficiency rates for ninth and tenth grades are shown in Figure 32 to illustrate the struggle of some students to keep up with credit requirements, even when they have advanced to high school.

Key points of Figure 32 include:

- The eighth grade retention rate has decreased the last four years.
- The percent of students that were credit deficient in ninth and tenth grades increased from 2006 to 2009.
- The eighth graders who did advance to ninth grade at the end of the 2007-2008 school year became part of the cohort who, in the 2008-2009 school year, had a credit deficiency rate of 17%.

Figure 32



Implications for Transition to High School

The credit deficiency rates have increased over the past four years. As confirmed in the research reference in the previous section, a successful transition from middle to high school is a determining factor for student performance in high school and beyond. It is evident that efforts to make the transition from middle to high school more successful are needed for a significant portion of the student population.

Key Indicator Summary

The outcome data described above establishes the current status of Nevada's key indicators of success. From this outcome data, it is evident that that specific student groups are not performing at adequate levels to meet proficiency targets. There is evidence that a need remains for equitable distribution of quality educators. It is evident that support systems are

needed to keep high school students in school and to help them complete high school with a standard or advanced diploma.

Measurable objectives have been set for the priority key indicators in the section above. These priority key indicators are critical for meeting the overarching STIP goal and have adequate data to support the development of reasonable and meaningful targets. These measurable objectives are intended to promote substantive progress in the key indicators. The measurable objectives set for the key indicators in the section above are repeated here:

2009 STIP Measurable Objectives
<ul style="list-style-type: none">➤ <i>Measurable Objective for Math:</i> Increase academic proficiency in math by three percentage points. In addition, make substantive reductions in the achievement gaps.➤ <i>Measurable Objective for Reading:</i> Increase academic proficiency in reading by three and a half percentage points. In addition, make substantive reductions in the achievement gaps.➤ <i>Measurable Objective for Writing:</i> Increase academic proficiency in writing. In addition, make substantive reductions in the achievement gaps.➤ <i>Measurable Objective for Highly Qualified educators:</i> Increase the percent of teachers who meet “highly qualified” requirements at high poverty and high minority schools by two percentage points to reduce the gap in equitable distribution of “highly qualified” educators.➤ <i>Measurable Objective for Teaching Experience:</i> Increase the percent of teachers who have three years or more of teaching experience at high poverty and high minority schools by two percentage points to reduce the gap in equitable distribution of experienced educators.➤ <i>Measurable Objective for Dropout Rates:</i> Decrease the gap in dropout rates while decreasing the dropout rate for all student groups.➤ <i>Measurable Objective for Graduation Rates:</i> Decrease the gap in graduation rates while increasing the graduation rates for all student groups.

In the next section, the *2009 STIP Action Plan* lays out the “how to” of ensuring progress of the key indicators in order to accomplish the goals of the STIP.

2009 Nevada State Improvement Plan

Section 2

2009 STIP Action Plan

2009 STIP ACTION PLAN

The 2009 STIP is a three year plan, with measurable objectives set to annually assess the progress being made. The 2009 STIP carries out the vision and mission of the Nevada State Board of Education (see beginning of document) and the vision and mission of the Nevada Department of Education (see below).

Vision Each student will achieve Nevada's expectations for learning.

Mission The Nevada Department of Education provides leadership, resources, assistance and oversight, in partnership with school districts and others, to support student achievement and future success.

The strategies in the 2009 STIP Action Plan embody an inquiry process that supports continuous improvement, whereby each strategy is carried out by setting expectations, setting measurable targets, identifying strengths and concerns, implementing research-based solutions, conducting progress monitoring, and evaluating to make conclusions and adjustments. The strategies align with the ADAPT framework and the foundational beliefs of the state improvement plan.

Strategy: Systems of Support

This strategy prioritizes the Alignment thread in the ADAPT framework by targeting the systems of support for education. Guided by the beliefs that effective leadership, adequate funding, quality educators, and parent and community involvement contribute to the success of students, the strategy will expand and refine the components of the system that support continuous improvement at the state, district, and school levels. The activities of the strategy will focus on the legislative study of K-12 governance, continued implementation of the equitable distribution of quality teachers, the ongoing evaluation of the state assessments, the alignment of funding to the key indicators of success, and the expansion of parent involvement efforts.

Strategy: Assessment and Data Systems

This strategy prioritizes the Data thread in the ADAPT framework by targeting the assessment and data systems. Guided by the beliefs that effective use of data drives successful continuous improvement, the strategy will expand and refine the assessment system and data accessibility to enhance access to and totality of the data in the system. The activities of the strategy will focus on providing reliable assessment programs that produce valuable data on student performance, providing data to a variety of internal and external partners for decision-making and improvement planning purposes and the carrying out the pilot of the growth model.

Strategy: Curricular and Instructional Designs

This strategy prioritizes the Achievement and Professional Development threads in the ADAPT framework by targeting the standards-based curricular and instructional designs that

meet the needs of students. The belief that a challenging and relevant curriculum delivered by quality educators in a safe and caring environment improves student learning guides this target. The strategy will expand effective curricular and instructional designs that prepare students for college and work success. The activities of the strategy will focus on providing resources and support to districts for professional development needs related to assessments, for expansion of 21st Century Skills and CTE programs, and for early childhood improvement efforts, as well as participating in the Council of Chief State School Officers (CCSSO) consortium on common core standards.

Strategy: Support Systems for Struggling Students

This strategy prioritizes the Achievement and Professional Development threads in the ADAPT framework by targeting the support systems that meet the academic and behavioral needs of struggling students. Guided by the belief that the implementation of proven practices and effective use of data by quality educators has the most impact on student learning, the strategy will expand the effective implementation of evidence-based support systems that increase the performance of all students, with additional focus on struggling students. The activities of the strategy will focus on assisting schools and districts to implement effective intervention systems which address the five essential components established by a group of stakeholders in Nevada, as well as take into consideration the degree to which two underlying foundations are in place to support the intervention systems being integrated into the school's systems. In addition to intervention systems, attention will also be paid to assisting teachers to provide high quality differentiated instruction in the regular education classroom as well as in pullout settings. As part of this work, efforts will continue to support mentoring efforts for new special education teachers and technical assistance will be provided to help districts in recruiting the most highly qualified special education teachers and related service providers, as well as promoting training in best practices through the Mega Conference and the Successful Practices Network.

Strategy: STARS: Nevada's Blueprint for Secondary Education Improvement

This strategy prioritizes the Target on Secondary Education thread in the ADAPT framework by targeting the improvement of secondary education. The belief embedded in the *STARS Blueprint* is that a challenging and relevant curriculum delivered by quality educators in a safe and caring environment improves student learning. In addition, the improvement of secondary education must include active involvement of parents, business, and the community. The strategy will expand promising practices that have shown success in increasing student achievement and graduation rates, and in decreasing dropout rates, and will include the development of a common definition of college and career readiness.

The five strategies have been selected based on a prioritization of the key indicators and the current state initiatives that have shown promise in practice. In Table 7, the *2009 STIP Action Plan* strategies are aligned with the corresponding ADAPT threads and foundational beliefs. The impact of the five strategies will be evaluated by analysis of the measurable objectives that will be reviewed during the annual revision.

Table 7. 2009 STIP Action Plan Summary Table

ADAPT thread	Beliefs	STRATEGY	Key Activities to Carry Out Strategy	Measurable Objectives
ALIGNMENT	Adequate & Equitable Funding Continuous Improvement Educational Leadership Parent & Community Involvement Quality Educators	Expand and refine the statewide systems of support for education.	<ul style="list-style-type: none"> Continue to implement the Nevada Plan for Equitable Distribution of Teachers (EDT) and provide technical assistance to districts in identifying where inequities in teacher assignment exist, underlying reasons for inequity, and targeting district policies and funding to support EDT as well as targeting support for identified high need hard-to-staff schools. Ongoing evaluation of all state assessments for alignment to state content standards, performance standards, and professional standards of validity, reliability, and accessibility. Alignment of the NDE's legislative budgets to reflect the 12 key indicators in order to ensure funds are being allocated properly. Continue expansion of parent involvement efforts, including the co-hosting of the Parent Involvement Summit. 	<ul style="list-style-type: none"> ➤ Increase academic proficiency in math by three percentage points. In addition, make substantive reductions in the achievement gaps. ➤ Increase academic proficiency in reading by three and a half percentage points. In addition, make substantive reductions in the achievement gaps. ➤ Increase academic proficiency in writing. In addition, make substantive reductions in the achievement gaps.
DATA	Continuous Improvement Effective Use of Data	Expand and refine the statewide assessment system and data availability to support improved instruction and accountability requirements.	<ul style="list-style-type: none"> Develop Pilot for Growth (Nevada Growth Measure of Achievement) analysis to provide more refined understanding of school progress in supporting student achievement. Provide valid and reliable assessment programs that produce valuable data on student performance. Work collaboratively with districts to create a reliable, accurate student information system with valuable enrollment, assessment, and other student-level information. Provide data and analyses to NDE leaders and to other offices of NDE for evaluation of programs such as Title I, CTE, School Improvement, and Fiscal. Provide data to districts and schools to be used for improvement planning. Provide data to external users (researchers, national reform groups) for use in independent research studies. Provide Nevada Report Card (ARC) and adequate yearly progress (AYP) data to all public stakeholders to inform decision-making about school improvement. Carry out LDS grant to: Provide PreK-16 student data transfer; provide linkage of student, fiscal, and teacher data bases; and provide trend data for achievement. 	<ul style="list-style-type: none"> ➤ Increase the percentage of, by two percent or more, highly qualified and experienced teachers at high poverty and high minority schools to ensure equitable distribution of these teachers. ➤ Decrease the gap in dropout rates while decreasing the dropout rate for all student groups. ➤ Decrease the gap in graduation rates while increasing the graduation rates for all student groups.

ADAPT thread	Beliefs	STRATEGY	Key Activities to Carry Out Strategy	Measurable Objectives
<p>ACHIEVEMENT</p> <p>PROFESSIONAL DEVELOPMENT</p>	<p>Student Learning</p> <p>Challenging & Relevant Standards-based Curriculum</p> <p>Quality Educators</p> <p>Relationships in a Safe Environment</p>	<p>Expand effective standards-based curricular and instructional designs that are meeting the needs of students in preparing them for future success, especially with respect to the knowledge and skills needed for college and work readiness and the rapidly changing conditions of modern life.</p>	<ul style="list-style-type: none"> • Provide resources and support to districts and schools regarding Alternate Grade-Level Indicators and the Nevada Alternate Assessment. • Evaluate the impact of the adoption of Common Core Standards on curriculum, assessment and accountability systems. • Provide resources and support to districts for professional development on Depth of Knowledge (DOK) to prepare students for state assessments. • Revise Technology Standards and Technology Plan to support improved alignment of curriculum and learning environments. • Provide centralized focus for improvement through the work of the Core 21st Century Group and through collaboration with the Partnership for 21st Century Skills. • Provide support for integration of 21st Century Skills through the ARRA Education Technology Grants. • Revise Technology Standards and Technology Plan to support improved alignment of curriculum and learning environments. • Increase the number of Technical Preparation articulated courses to encourage more students to pursue postsecondary education. • Promote additional CTE programs representative of high-wage, high-skill and high-demand occupations. • Expand contextual learning opportunities, such as those inherent in career and technical education programs. • Develop and revise NV State PreKindergarten Standards that are aligned with respective K-12 standards and are required to be used by all state PreKindergarten programs. • Provide competitive grants to school districts and community-based organizations to initiate or expand PreKindergarten education programs. • Collect statewide data showing the effectiveness on indicators of early childhood education and parenting; and a longitudinal comparison of the data showing the effectiveness of different programs. • Provide resources and training to support state PreKindergarten programs related to assessments and developmentally appropriate practices. • Work collaboratively with districts and other early childhood organizations to help improve comprehensive early childhood services throughout the state. • Participate in the CCSSO consortium on common core standards. 	<p>Same as previous page.</p>

ADAPT thread	Beliefs	STRATEGY	Key Activities to Carry Out Strategy	Measurable Objectives
ACHIEVEMENT PROFESSIONAL DEVELOPMENT	Student Learning Effective Use of Data	Expand the effective implementation of support systems to increase the academic and behavioral performance of all students, with an additional focus on those students who struggle to learn as a result of poverty, second language, and/or disabilities.	<ul style="list-style-type: none"> • Expand and refine the system of support for Nevada schools through development and implementation of the Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S). The NDE will use the results of the audit to provide differentiated consequences to schools that are in Years 4 and beyond of improvement status. The State Board of Education must adopt regulations to specify what these differentiated consequences may include. This differentiated system will replace the prior requirement that all schools in year three or beyond of improvement status be assigned a school support team. • Build upon the NCCAT-S to provide districts with a self-assessment tool once districts enter Year three of improvement status. This tool, the NCCAT-D will serve as the required corrective action for Title I districts, as required by the Elementary and Secondary Education Act. • Collaborate with and provide support to the Nevada Indian Commission, Indian Education Advisory Committee, pertaining to the American Indian/Alaskan Native (AI/AN) Education Strategic Plan goals, i.e., Nevada Department of Education is developing a social studies curriculum for the AI/AN student population. • Provide professional development for teachers, administrators, and parents on the underlying foundations and essential components of an effective intervention system. • Develop evaluation tools to assist schools and districts in determining the degree to which their systems are implemented with fidelity as well as address the necessary components to impact student achievement. • Build a page on the NDE website to support Nevada schools in their implementation of Response to Intervention (RtI) systems. • Continue to provide fiscal support and technical assistance for districts implementing the Instructional Consultation (IC) Teams Model. • Expand mentoring and induction efforts for new special education teachers, including developing an e-mentoring system for districts that don't necessarily have the capacity to provide such services internally. • Promote the implementation of best practices through the annual Mega Conference and the Successful Practices Network. 	Same as previous page.
TARGET ON SECONDARY EDUCATION	Student Learning Quality Educators Relationships in a Safe Environment Effective Use	Expand promising practices that have shown success in increasing student achievement, graduation rates, post-secondary success, and decreasing dropout rates.	<ul style="list-style-type: none"> • Increase availability of training in appropriate instruction for diverse student populations (including language acquisition models, inclusion practices and targeted professional development to support struggling learners, especially the IEP and LEP student populations). • Increase the depth of knowledge and pedagogy in content reading and math for all middle and high school teachers. 	

ADAPT thread	Beliefs	STRATEGY	Key Activities to Carry Out Strategy	Measurable Objectives
	of Data Parent & Community Involvement		<ul style="list-style-type: none"> • Identify the best practices related to the duties, roles, and responsibilities of counselors as appropriate for Nevada secondary schools. • Enhance development and utilization of formative assessments at the secondary level for improvements in instruction and to ensure increases in learning for all students. • Expand incentives, support, and professional development for teachers in order to better equalize the percent of highly qualified teachers in at-risk middle and high schools. • Develop strategies of analysis and feedback mechanisms that link educator evaluation, instructional practice, student performance, pre-service preparation, and professional development in order to improve instructional practices. • Expand the framework for identification of successful middle and high schools to serve as models and mentors for Nevada schools, including focused training on leadership development. • Implement innovative designs (i.e., graduation timing, structure of school, technology availability, enhanced senior year, flexible scheduling, middle school design) to develop methods of better meeting the needs of low-performing student populations and of ensuring that special education and LEP student populations have access to rigorous and relevant curriculum. • Provide individual student performance data to inform instruction and to evaluate and share what works. • Refine data sources to the most useful, consistent, and reliable. • Enhance communication mechanisms in order to make apparent and keep up-to-date with secondary education improvement efforts. • In partnership with the Nevada System of Higher Education, develop a common definition of college and career readiness. 	Same as previous page.

2009 Nevada State Improvement Plan

Section 3

Attachments

Attachment One

Nevada Revised Statute: State Improvement Plan Requirements

Sec. 11. NRS 385.34691 is hereby amended to read as follows: 385.34691

1. The State Board shall prepare a plan to improve the achievement of pupils enrolled in the public schools in this State. The plan:

(a) Must be prepared in consultation with:

(1) Employees of the Department;

(2) At least one employee of a school district in a county whose population is 100,000 or more, appointed by the Nevada Association of School Boards;

(3) At least one employee of a school district in a county whose population is less than 100,000, appointed by the Nevada Association of School Boards; and

(4) At least one representative of the Statewide Council for the Coordination of the Regional Training Programs created by NRS 391.516, appointed by the Council; and

(b) May be prepared in consultation with:

(1) Representatives of institutions of higher education;

(2) Representatives of regional educational laboratories;

(3) Representatives of outside consultant groups;

(4) Representatives of the regional training programs for the professional development of teachers and administrators established pursuant to NRS 391.512;

(5) The Bureau; and

(6) Other persons who the State Board determines are appropriate.

2. A plan to improve the achievement of pupils enrolled in public schools in this State must include:

(a) A review and analysis of the data upon which the report required pursuant to NRS 385.3469 is based and a review and analysis of any data that is more recent than the data upon which the report is based.

(b) The identification of any problems or factors common among the school districts or charter schools in this State, as revealed by the review and analysis.

(c) Strategies based upon scientifically based research, as defined in 20 U.S.C. § 7801(37), that will strengthen the core academic subjects, as set forth in NRS 389.018.

(d) Strategies to improve the academic achievement of pupils enrolled in public schools in this State, including, without limitation, strategies to:

(1) Instruct pupils who are not achieving to their fullest potential;

(2) Increase the rate of attendance of pupils and reduce the number of pupils who drop out of school;

(3) Integrate technology into the instructional and administrative programs of the school districts;

(4) Manage effectively the discipline of pupils; and

(5) Enhance the professional development offered for the teachers and administrators employed at public schools in this State to include the activities set forth in 20 U.S.C. § 7801(34), as deemed appropriate by the State Board.

(e) Strategies designed to provide to the pupils enrolled in middle school, junior high school and high school, the teachers and counselors who provide instruction to those pupils, and the parents and guardians of those pupils information concerning:

(1) The requirements for admission to an institution of higher education and the

opportunities for financial aid;

(2) The availability of millennium scholarships pursuant to NRS 396.911 to 396.938, inclusive; and

(3) The need for a pupil to make informed decisions about his curriculum in middle school, junior high school and high school in preparation for success after graduation.

(f) An identification, by category, of the employees of the Department who are responsible for ensuring that each provision of the plan is carried out effectively.

(g) For each provision of the plan, a timeline for carrying out that provision, including, without limitation, a timeline for monitoring whether the provision is carried out effectively.

(h) For each provision of the plan, measurable criteria for determining whether the provision has contributed toward improving the academic achievement of pupils, increasing the rate of attendance of pupils and reducing the number of pupils who drop out of school.

(i) Strategies to improve the allocation of resources from this State, by program and by school district, in a manner that will improve the academic achievement of pupils. If this State has a financial analysis program that is designed to track educational expenditures and revenues to individual schools, the State Board shall use that statewide program in complying with this paragraph. If a statewide program is not available, the State Board shall use the Department's own financial analysis program in complying with this paragraph.

(j) Based upon the reallocation of resources set forth in paragraph (i), the resources available to the State Board and the Department to carry out the plan ~~[-]~~ , *including, without limitation, a budget for the overall cost of carrying out the plan.*

(k) A summary of the effectiveness of appropriations made by the Legislature to improve the academic achievement of pupils and programs approved by the Legislature to improve the academic achievement of pupils.

3. The State Board shall:

(a) Review the plan prepared pursuant to this section annually to evaluate the effectiveness of the plan; and

(b) Based upon the evaluation of the plan, make revisions, as necessary, to ensure that the plan is designed to improve the academic achievement of pupils enrolled in public schools in this State.

4. On or before December 15 of each year, the State Board shall submit the plan or the revised plan, as applicable, to the:

(a) Governor;

(b) Committee;

(c) Bureau;

(d) Board of Regents of the University of Nevada;

(e) Council to Establish Academic Standards for Public Schools created by NRS 389.510;

(f) Board of trustees of each school district; and

(g) Governing body of each charter school.

Attachment Two

Summary of 2008 Nevada State Improvement Plan Accomplishments

2008 STIP Action Plan: Alignment Strategy

Expand and refine the system of support for districts and schools that are identified as In Need of Improvement.

- Further development of training and evaluation protocols for school support team leaders;
- Development and implementation of a uniform classroom observation tool for use in schools identified for corrective action and restructuring; and
- Refinement of the system of support for districts which are identified for improvement or corrective action.

School Support Teams

For any school, Title I or Non-Title I, which has been designated as In Need of Improvement Year 3 and beyond, the NDE must establish a school support team. For the 2009-2010 school year, the NDE has trained over 100 potential SST Leaders. The NDE assigned SST Leaders to the 107 schools in years 3, 4, and 5 of In Need of Improvement status. The SSTs collaboratively worked with the principals, teachers, and parents to identify and investigate the problems and factors at the schools that contributed to the designation of the schools as demonstrating need for improvement and developed recommendations for improving the performance of the students. The SSTs visited schools to monitor progress and submitted quarterly reports.

In 2007, the NDE hired the American Institutes for Research (AIR) to conduct an evaluation of the school support team process, as well as the school improvement plan and SAGE processes. The NDE wanted to know how effective the components of the school improvement system were in supporting district and school improvement efforts and what the impact had been on student achievement. The study found that the schools and districts had primarily a positive perception of the school improvement process, more so the school improvement plan and the SAGE process than the school support teams. The impact on student achievement was mixed; the schools with SST intervention did show the most academic growth when working with the SSTs. On the other hand, the impact on student achievement when compared to similar schools without SSTs was nominal.

District Improvement Support

The NDE has refined the system of support to districts in a number of ways. First and foremost, the NDE managed the SB185 grant for the Innovation and Prevention of Remediation Program which included 389 schools, 65 school consortia, and 17 school districts. These funds provided districts and their schools to impact student performance in a significant way. Unfortunately this program was eliminated due to the state budget shortfall.

In addition, the NDE refined the Nevada Comprehensive Curriculum Alignment Tool (NCCAT) for districts to use with their schools. The NDE further developed the SAGE website to enable districts and schools to use the online planning tool.

2008 STIP Action Plan: Data Strategy

Improve and expand the accessibility and comprehensiveness of the data and accountability systems.

- Provide PreK-16 student data transfer;
- Provide linkage of student, fiscal, and teacher data bases; and
- Provide trend data for achievement.

Expansion of Statewide Data Systems

The NDE collaborated with a third party vendor to successfully build a system that collects student data from school districts on a nightly basis. Improvements continue in data collection and reporting of student and assessment data elements through the Statewide Student Information System under the System of Accountability Information in Nevada (SAIN). The NDE reports assessment and accountability data in a variety of ways and intends to streamline the process, making data more accessible to educators and public at large. Work continues in developing a robust public and private reporting platform.

Assembly Bill 14 provides for NDE to develop an important new metric, the Nevada Growth Model of Achievement (NGMA), to measure school progress in improving student achievement. The NDE has developed a means to pull student assessment data from the SAIN to be used in the formation of a Nevada Growth Model. The growth model will allow for analyses of school academic growth in Nevada, enhancing the state's ability to monitor the progress in school

improvement. The NGMA's purpose will include gaining a better understanding of how students are growing toward achievement targets and how schools are helping them do so.

The NGMA should promote meaningful and substantive discussion about school improvement across the state. The NGMA is in its pilot phase for 2009-2010. Careful analysis of the pilot results will influence further application of the NGMA. NGMA data is intended to highlight schools with effective interventions and programs by identifying schools that consistently demonstrate high growth, even if they are low-performing schools under AYP. The NGMA results will complement other data sources about any given school. Growth reporting can be used to plan for improved curriculum and instruction and assistance efforts.

Comprehensiveness of the State Assessment System

Nevada has adopted "Depth of Knowledge" indicators developed by Dr. Norman Webb for the Nevada Academic Standards. The Depth of Knowledge indicators provide a framework for the application of rigor in the instruction of the state standards. The use of Depth of Knowledge in the classroom and measured on the state-mandated assessments will provide all students the opportunity of working with various levels of cognitive complexity.

2008 STIP Action Plan: Achievement Strategy

Expand the effective implementation of evidence-based intervention systems to increase the academic and behavioral performance of all students, with an additional focus on those students who struggle to learn as a result of poverty, second language, and/or learning disabilities.

- Increase the number of schools implementing the Instructional Consultation (IC) Teams model;
- Develop and maintain materials at the NDE website to help educators, family members, policy makers, and others to understand the reason for and considerations associated with Response to Intervention (RtI), including implications for the identification of students with learning disabilities;
- Provide technical assistance to school districts with regard to development and institutionalization of their RtI systems;
- Increase the number of Tech Prep articulated courses which provide students with dual credit in high school and community college.

Support for the Struggling Learners

In collaboration with the University of Maryland, the NDE has continued to implement, in 14 school districts, the Instructional Consultation (IC) Team model for the purposes of implementing the state's four recommended essential components as part of their academic and behavioral intervention system to close the achievement gap for struggling learners. Monthly trainings were held for IC facilitators that participated in the program, as well as large scale trainings for all pilot school team members. Funding was provided to all 14 school districts to maximize the benefits of program participation. These efforts in leadership, technical assistance, and support have resulted in more than 60 schools participating in the program.

The NDE has provided leadership, technical assistance, and support in addressing struggling learners in the school improvement process. Seven different opportunities for training throughout the year were provided for leaders from all the school districts to assist in utilizing special education monitoring and achievement data in district and school improvement planning. The NDE implemented a \$3.5 million grant to support the implementation of the statewide Response to Intervention (RtI) system, mentoring and teacher recruitment and retention. The NDE created a working committee of parent leaders and educators to develop a draft brochure to help parents understand RtI.

The NDE has collaborated with key partners to focus efforts on increasing the number of students with disabilities who go to college and/or successfully work after high school. The Nevada Transition Advisory Committee Core Team was created to develop training modules that support effective transition planning and implementation for secondary students with disabilities. The NDE coordinated and sponsored a Student Leadership Transition Summit for high school students with disabilities, special education teachers, and counselors to gather data and share ideas on effective practices to support a college-going culture.

Nutritional Support

This is the first year for the Fresh Fruit and Vegetable Program (FFVP) in Nevada. Nye, Pershing, and Washoe County School Districts had 15 elementary schools with over 5,000 students participating in FFVP. The purpose of the FFVP is to encourage elementary school children to increase consumption of fresh fruits and vegetables.

The National School Lunch Program (NSLP) is available to students in 526 schools in 16 of the 17 school districts, one Bureau of Indian Affairs (BIA) School, and one private school. Esmeralda County School District does not participate in NSLP but does participate in the School Breakfast Program (SBP). SBP is available to students in 482 schools in the 16 of the school districts, the BIA School and one private school. Lander County School District does not participate in

SBP. Clark, Esmeralda, Lincoln, Washoe and White Pine School Districts also offer Breakfast in the Classroom at 22 schools. Breakfast in the Classroom provides students the opportunity to consume breakfast in the classroom at the beginning of the school day. Clark, Humboldt and Washoe School Districts have a total of 22 Provision II Schools. Provision II Schools provides free meals to all children enrolled at the school. The district is reimbursed for meals through the NSLP and SBP based on the number of approved free and reduced applications during the base year.

Nevada's Statewide School Wellness Policy is ranked the fourth best school wellness policy in the nation by the Center for Science in the Public Interest. All 17 school district have a School Wellness Policy in place and all districts have a School Wellness Coordinator.

2008 STIP Action Plan: Professional Development Strategy

Identify and expand effective curricular and instructional designs that are meeting the needs of student learners in preparing them for future success, especially with respect to the knowledge and skills needed for future work and the rapidly changing conditions of modern life.

- Revise Technology and other Core Standards to incorporate what students need to know and be able to do for future success;
- Expand the state network of Successful Schools;
- Expand the Mega School Recognition program;
- Increase the number of CTE opportunities for students;
- Increase the number of CTE courses that meet the demands of the community's workforce needs;
- Provide more work-based learning opportunities for 11th and 12th graders in CTE courses; and
- Establish a partnership with Partnership for 21st century Skills group.

Expand CTE classes into standards-based core content credit options and dual credit offerings.

- Increase the number of CTE teachers who have dual teaching endorsements in CTE and academic areas;
- Increase number of courses taught by teamed CTE and academic teachers; and
- Provide more CTE options for students in the 8th, 9th, and 10th, grades.

Expansion of Curricular and Instructional Designs

The NDE coordinated the development of a committee of local and national experts to revise the Computer and Technology Standards. The new standards have been completed and await approval by the Academic Standards Council and the State Board of Education before they may be rolled out to school districts. The NDE administered the Survey of Nevada Educational Technology, a school and district level survey that collected inventory data on school technology equipment and infrastructure. The district level survey collected narrative data on best practices in classrooms and professional development.

The NDE launched a pilot of a state model for classroom technology integration and cost-effective 21st century classrooms. The project includes a strong online professional development component for teachers and a leadership academy for principals. All 17 Nevada school districts, in addition to the University of Nevada, Reno and the University of Nevada, Las Vegas, are collaborating on the project. In addition, as a result of an intensive application process, Nevada was accepted as a Leadership State in the Partnership for 21st Century Skills. This partnership will provide valuable assistance in Nevada's effort to "provide students with the skills, like critical thinking and problem solving, needed to succeed in modern workplaces and communities."

Expansion of CTE

Overall, statewide opportunities for students in grades 9-12 to enroll in CTE programs increased, with 60,843 students enrolled in 2008-09 as compared to 58,496 students enrolled in 2007-08. The percentage of students in grades 9-12 enrolled in CTE courses increase from 47 percent in 2007-08 to 48 percent in 2008-09.

Since 2001, state skill standards have been developed for more than twenty-five programs organized within six program areas. Last year, standards were developed or revised for four programs. To strengthen academic integration in CTE programs, a plan to organize the development of all standards within the NDE was drafted. The plan will be finished in FY10. A key component of the plan is to establish a process whereby academics are imbedded in skill standards from the outset of the writing process, in addition to completing a crosswalk analysis after the skill standards are completed.

Increasing the number of CTE teachers who have dual teaching endorsements continues to be a long-term objective as an extension of the standards development. To date, the dual teaching endorsement exists for agricultural science programs with planning underway to expand to other CTE disciplines. For example, in FY09, the National Foundation Health Care Standards were adopted by the Health Sciences Division of NACTE to ensure future skill standards in Nevada align to nationally recognized standards. Planning and organization took place to develop new standards for

advanced programs to include respiratory therapy, nursing assistant and emergency medical technician. Four to five standards writing sessions are scheduled for FY2010. Strategies were identified to offer one-half credit of health and one credit of science once the new standards are completed.

The state skill standards were revised to the final draft status for computer-aided drafting and design. The math consultant for the NDE participated in the initial writing sessions to assist with academic integration with the intention of offering math credit for the courses taught by teachers with dual certifications.

Course offerings, particularly in health sciences, were increased in FY09 partly due to the continuation of targeted grant funding to initiate new health sciences programs. Other program expansion was evidenced by the opening of the new East Career and Technical Academy in Las Vegas, one of six regional academies either opened or planned for opening to expand CTE offerings to students.

2008 STIP Action Plan: Target Secondary Education Strategy

The 2009 STARS Blueprint strategies listed below address the ADAPT component of enhancing the alignment of the educational system.

Key Indicator: High School Completion

- Monitor longitudinal growth at the student level and school level over P-12 range and incorporate a 12th – 16th monitoring component.
- Expand mechanisms to make clear the requirements and expectations of post secondary options in order to obtain P-16 alignment with business and community expectations.

Key Indicator: Post K-12 Success

- Revise Technology and Academic Standards to infuse 21st Century Skills with consideration of alignment to life skills and the 21st Century learner.
- Provide longitudinal data for students entering post secondary options (college and careers) from the Nevada P-16 education system.
- Create more business and technical training opportunities and expand dual credit offerings.

The 2009 STARS Blueprint strategies listed below target six STIP Key Indicators and address the ADAPT component of using consistent and reliable data.

Key Indicator: High School Completion

- Collect 8th grade accountability data in order to analyze the outcomes of middle school education.

Key Indicator: Achievement in Math, Reading, Science, and Writing

- Continue the enhancements of the statewide data system by:
 - Refining the data sources to the most useful, consistent, and relevant.
 - Enhancing the statewide data system to provide individual student performance data to inform instruction and to evaluate and share what works.

Key Indicator: Post K-12 Success

- Continue the enhancements of the statewide data system by:
 - Providing longitudinal data for students entering post secondary options (college and careers) from the Nevada P-16 education system.
 - Enhancing the statewide data system to provide longitudinal data for students entering careers from the Nevada P-16 education system.
 - Enhancing the statewide data system that monitors longitudinal growth at the student level and school level over P-12 range and incorporate a 12th – 16th monitoring component.

The 2009 STARS Blueprint strategies listed below target eight STIP Key Indicators and address the ADAPT component of implementing proven practices for increased student achievement.

Key Indicator: Achievement in Math, Reading, Science, and Writing

- Implement innovative designs (i.e., graduation timing, structure of school, technology availability, enhanced senior year, flexible scheduling, middle school design) to develop methods of better meeting the needs of low-performing student populations and of ensuring that special education and LEP student populations have access to rigorous and relevant curriculum.
- Provide individual student performance data to inform instruction and to evaluate and share what works.
- Refine data sources to the most useful, consistent, and reliable.
- Enhance communication mechanisms in order to make apparent and keep up-to-date with secondary education improvement efforts.

Key Indicator: Dropout Rates and Student Attendance Rates

- Enhance and expand successful practices in decreasing the dropout rate in high schools (such as Career & Technical Education programs, GEAR UP, and AVID), with special attention to low-performing student populations.
- Implement mechanisms that will increase parents and students understanding of the value of a quality education for future success.

Key Indicator: Graduation Rates

- Implement innovative systems of support that ensure the success of all high school students, thereby increasing the graduation rate (especially for those student groups that have struggled to graduate).

Key Indicator: High School Completion

- Monitor longitudinal growth at the student level and school level over P-12 range and incorporate a 12th – 16th monitoring component.
- Expand mechanisms to make clear the requirements and expectations of post secondary options in order to obtain P-16 alignment with business and community expectations.

The 2009 STARS Blueprint strategies listed below target one STIP Key Indicator and address the ADAPT component of implementing effective professional development.

Key Indicator: Quality Educators

- To expand incentives and support to teachers in order to better equalize the percent of highly qualified teachers in at-risk middle and high schools.
- To increase availability of training in appropriate instruction to diverse student populations in inclusive settings.
- To continue to increase the depth of knowledge and pedagogy in content reading and math for all middle and high school teachers.
- To develop strategies of analysis and feedback mechanisms that link educator evaluation, student performance, pre-service preparation, and professional development in order to improve instructional practices.

In addition to the accomplishments identified for the first four strategies, the specific accomplishments for secondary level were:

- Acceptance into the Partnership for 21st Century Skills;
- Revised Technology Standards;
- Implementing Legislative mandates including added accountability measures, academic learning plans and small learning communities for 9th grade, mandatory enrollment in additional math and science courses ; and
- Applying for additional round of LDS grant funding for greater K-12, higher education data sharing.

Attachment Three

CTE Achievement Data

